

Stuck Schools Revisited: Beneath the Averages

Math Results by Subgroup



The Education Trust

March 2011



These slides present the results of the “Stuck Schools Revisited: Beneath the Averages” analysis of math performance for African-American, Latino, white, low-income and higher income students in Maryland and Indiana.

For a detailed description of the calculations and data sources, as well as for reading analysis results please see “Stuck Schools Revisited” and the report’s “Appendix A: Methodology.”

Power Point Contents

- Figures M-1 to M-20 correspond to Figures 1-20 in the main report.
- Figures MB-1 to MB-14 correspond to Figures B-1 to B-14 in Appendix B to the main report.

Figure M-1: Number of schools included in analysis, by subgroup*

Subgroup	Maryland	Indiana
White	777	1,386
African American	777	322
Latino	245	174
Higher Income	975	1,311
Low Income	890	1,228
All schools with five years of data	1,066	1,477

* Note: Schools included in subgroup-level analysis have 20+ students tested in that group in each of five consecutive years.

Figure M-2: Benchmarks used to classify schools based on math performance and improvement

Benchmark	Description	Maryland	Indiana
Baseline <i>overall</i> proficiency rate at 75th-percentile school	Schools with baseline subgroup proficiency rates above this benchmark are high performing	86%	82%
Baseline <i>overall</i> proficiency rate at 25th-percentile school	Schools with baseline subgroup proficiency rates below this benchmark are low performing	65%	69%
Overall five-year average annual improvement rate at 75th-percentile school	Schools with four-year and five-year average annual subgroup improvement rates above this benchmark are high improving	4.2 percentage points per year	1.5 percentage points per year
Overall five-year average annual improvement rate at 25th-percentile school, or 0 percentage points per year, whichever is higher.	Schools with four-year and five-year average annual subgroup improvement rates below this benchmark are low improving	1.1 percentage points per year	0 percentage points per year
Baseline overall proficiency rate at fifth-percentile school	Schools where the last three years of subgroup proficiency rates are below this benchmark are chronically low performing	42%	53%



Maryland math results by ethnicity

Figure M-3: 2005-2009 Math proficiency rates of Maryland students, by ethnicity

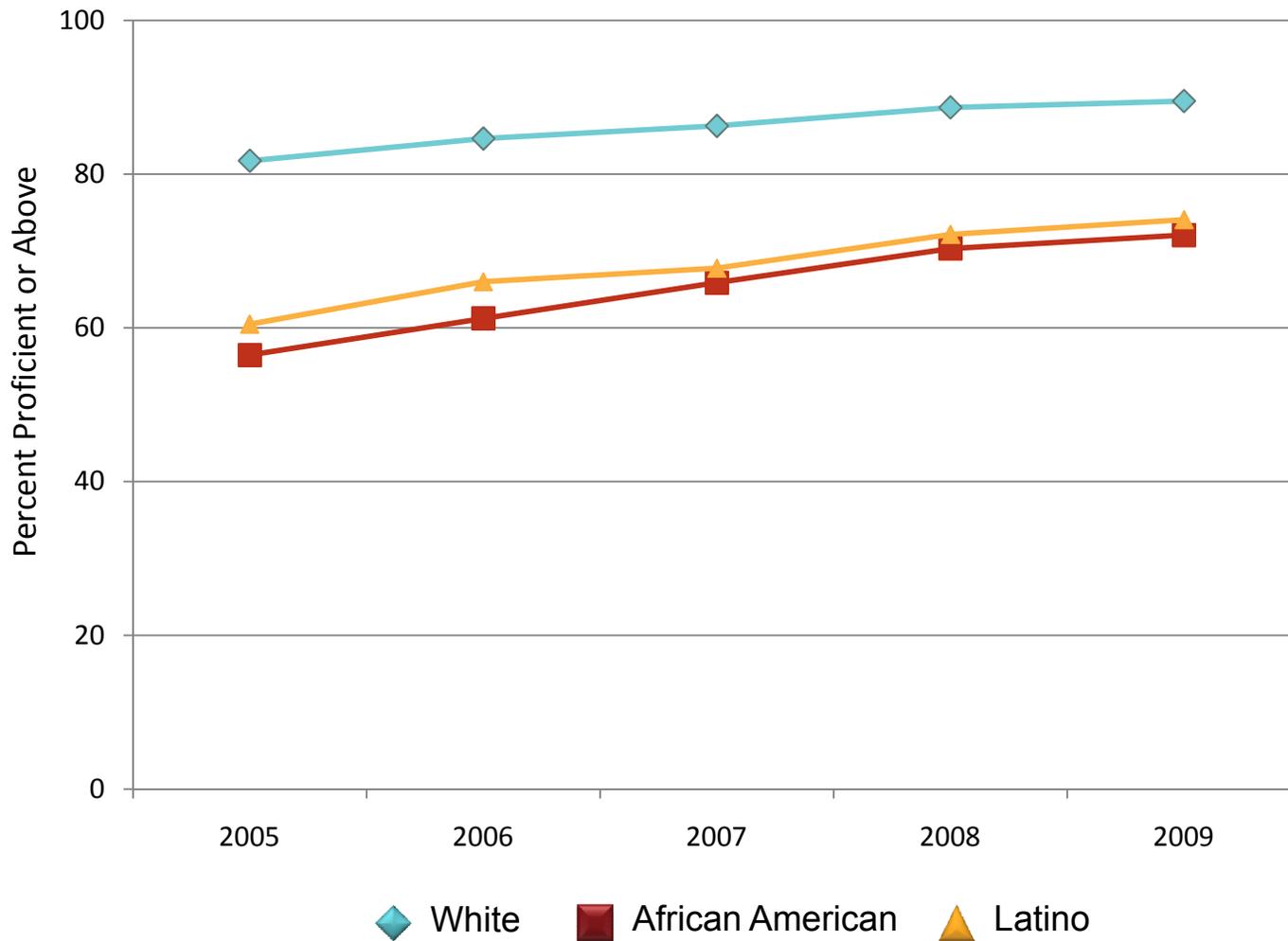


Figure M-4: 2005-2009 Math proficiency rates by ethnicity at high, average, and low-performing schools: Maryland

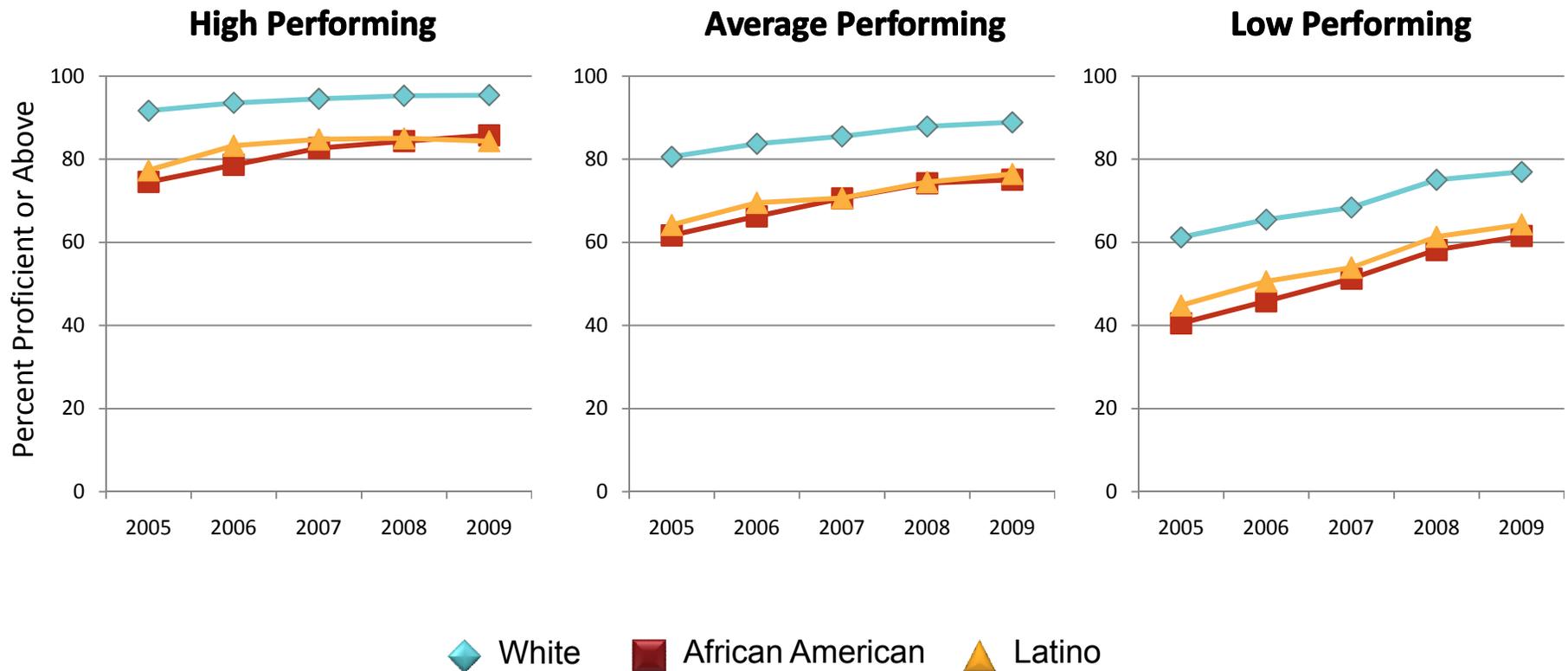
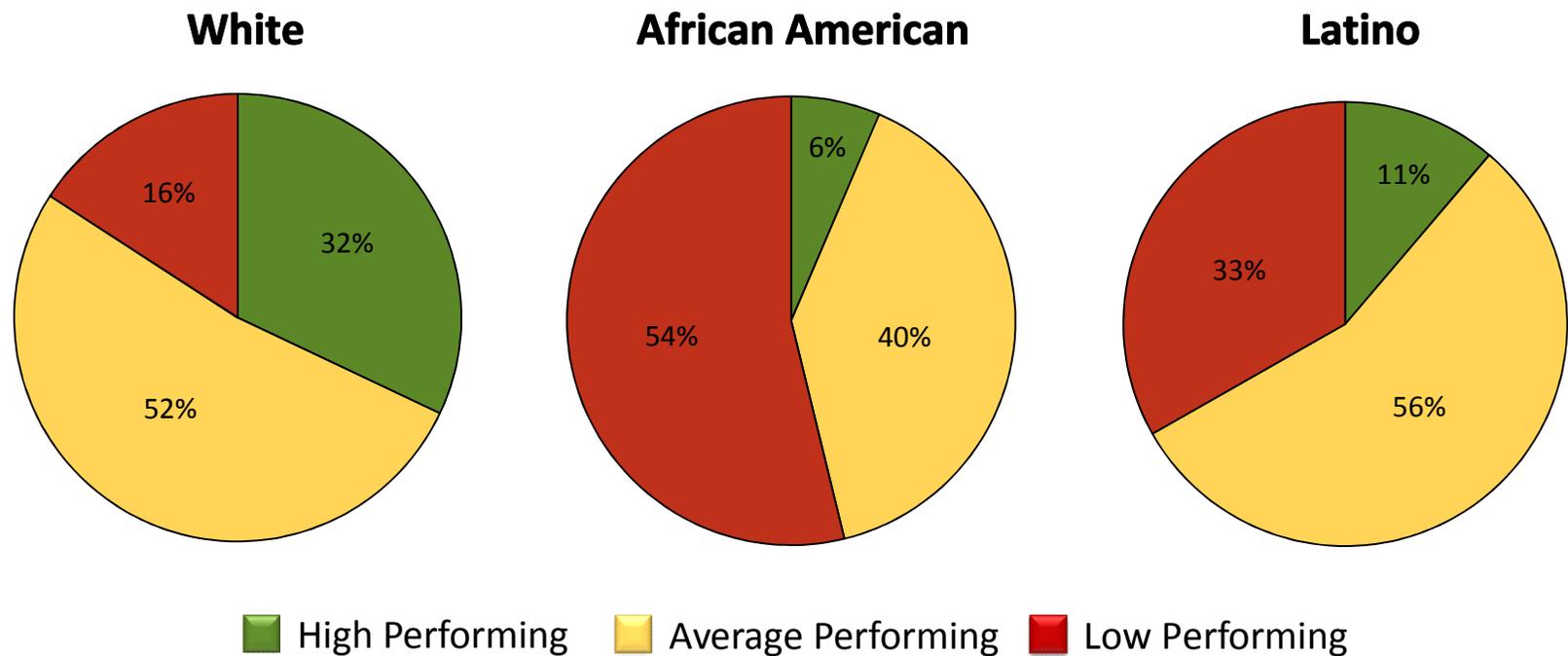
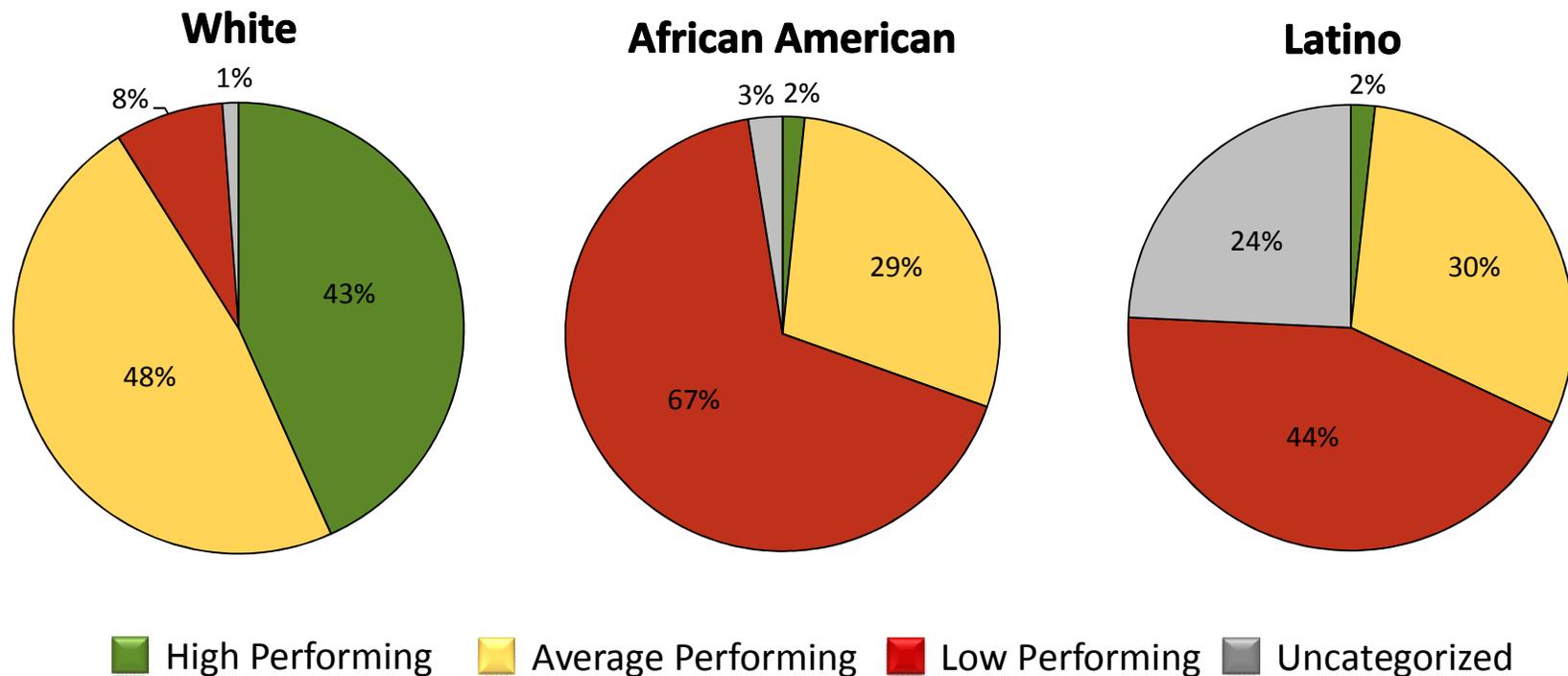


Figure M-5: Percentages of students, by ethnicity, attending schools that were high, average, or low performing for *students overall* in the baseline: Maryland



Note: Unlike performance and school count data, student counts include all elementary and middle schools with five years of assessment results, not just those with 20+ students tested in a given subgroup each year (See Key Analytic Decisions box on p.3).

Figure M-6: Percentages of students, by ethnicity, attending schools that were high, average, or low performing *for each subgroup* in the baseline: Maryland



Note: Unlike performance and school count data, student counts include all elementary and middle schools with five years of assessment results, not just those with 20+ students tested in a given subgroup each year (See Key Analytic Decisions box on p.3). Also, please note that percentages in pie and bar charts may not add up to exactly 100% due to rounding.

Figure M-7: Number of schools that were high, average, or low performing for each subgroup in the baseline: Maryland

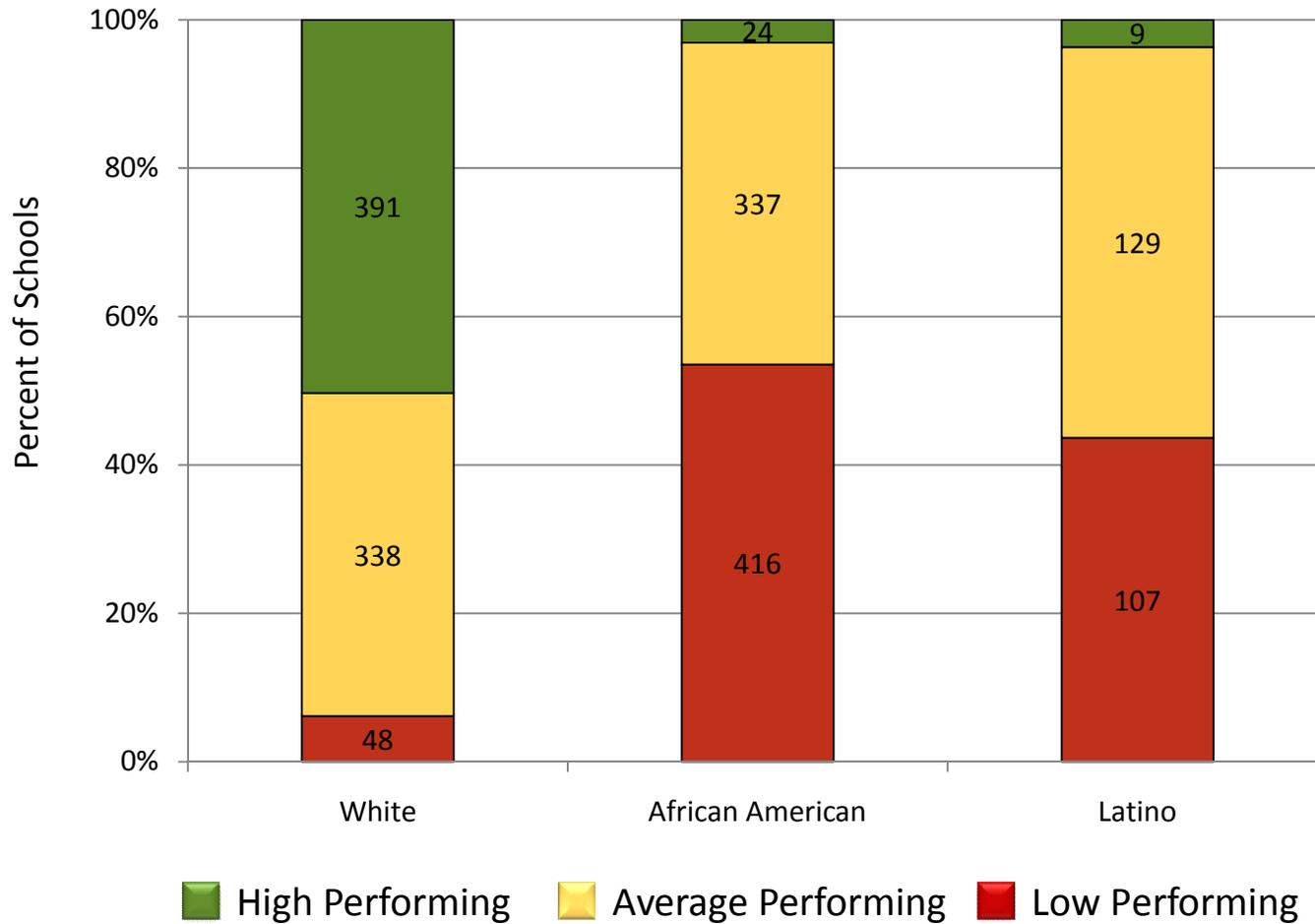


Figure M-8: Number of schools that were high, average, or low *improving* for each subgroup during 2005-09: Maryland

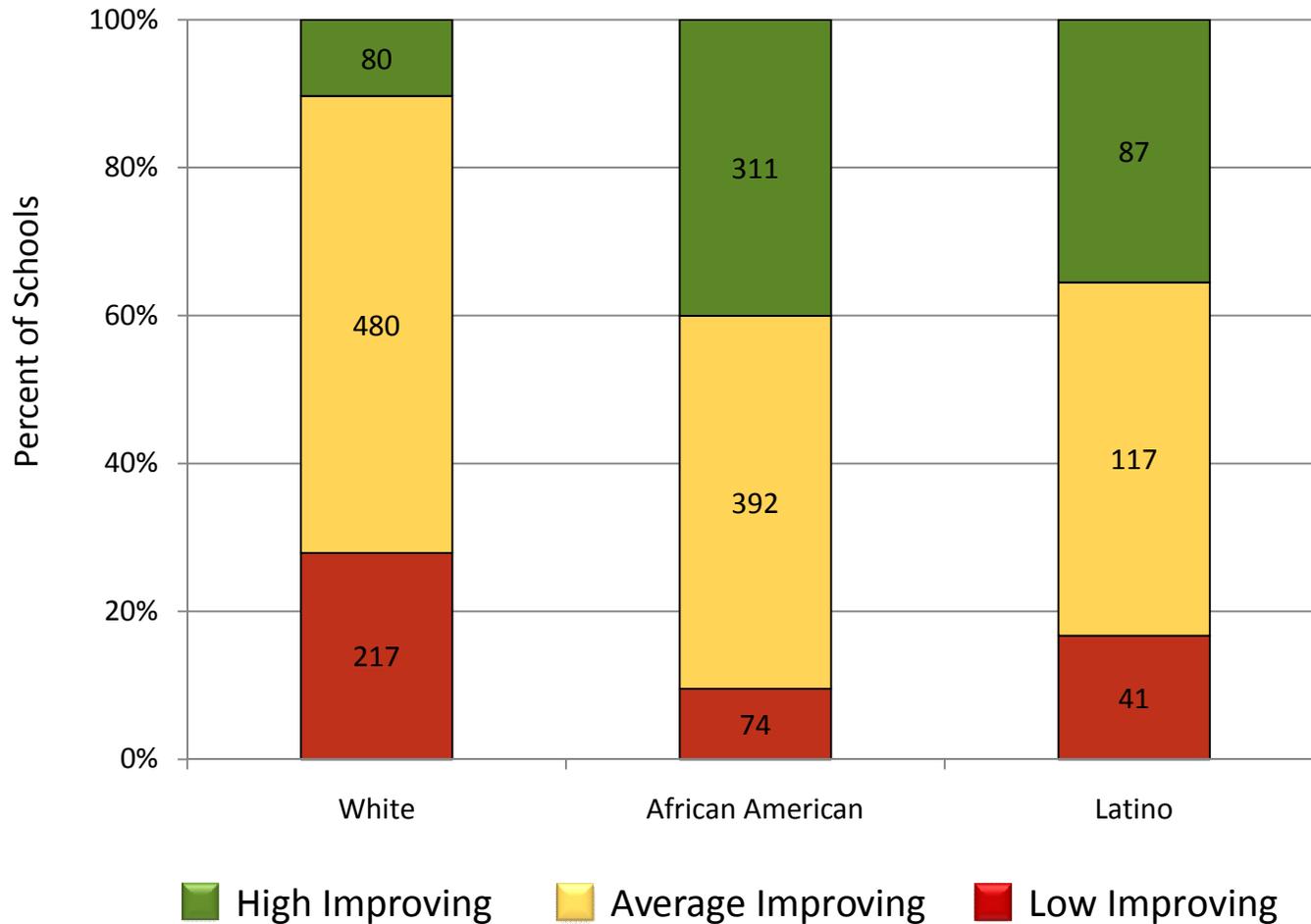


Figure M-9: Number of schools that started out low performing for each subgroup, by level of 2005-09 improvement: Maryland

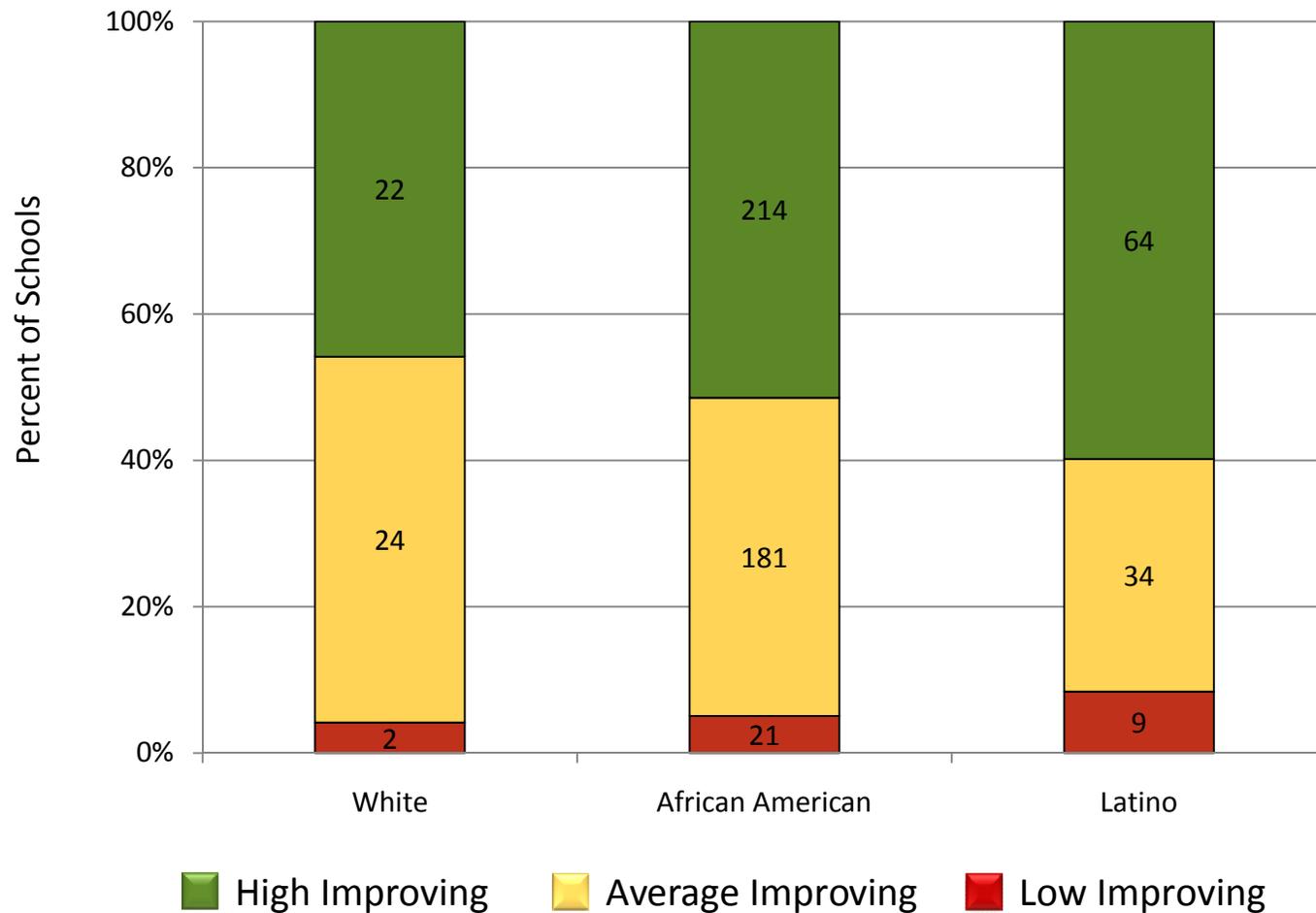


Figure M-10: Schools that were stuck or chronically low performing for one or more subgroups, but not for students overall, in math: Maryland

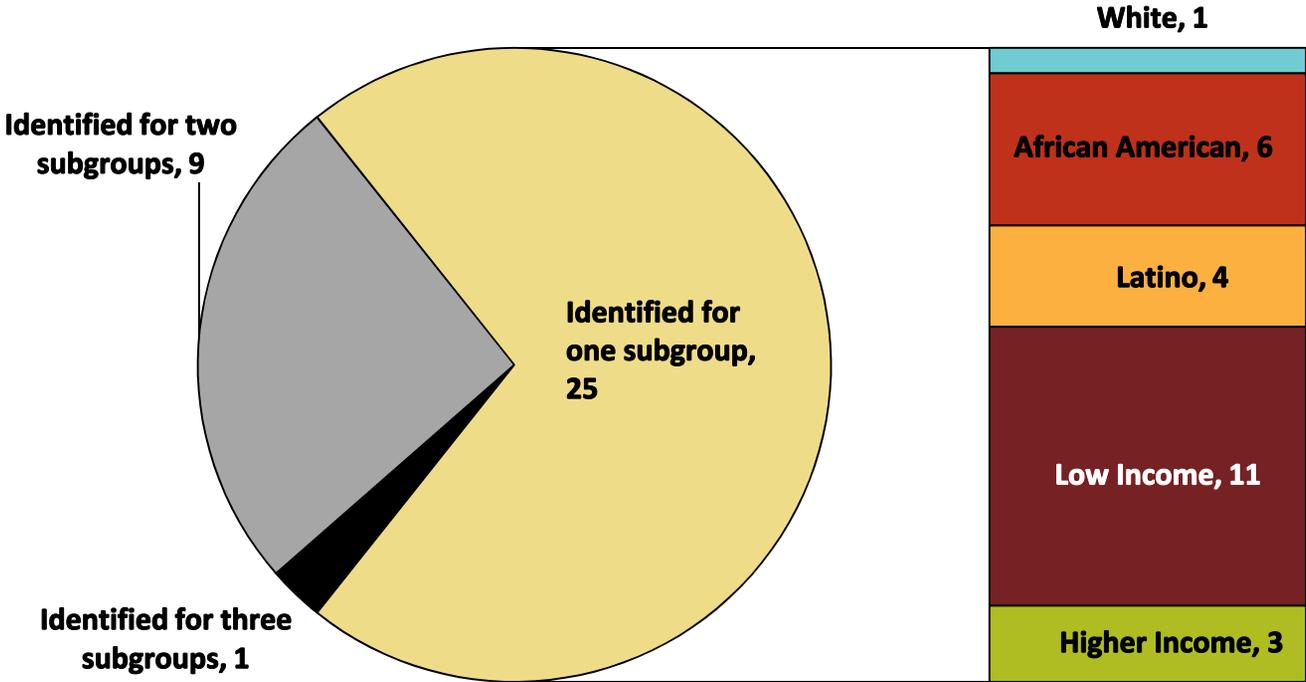
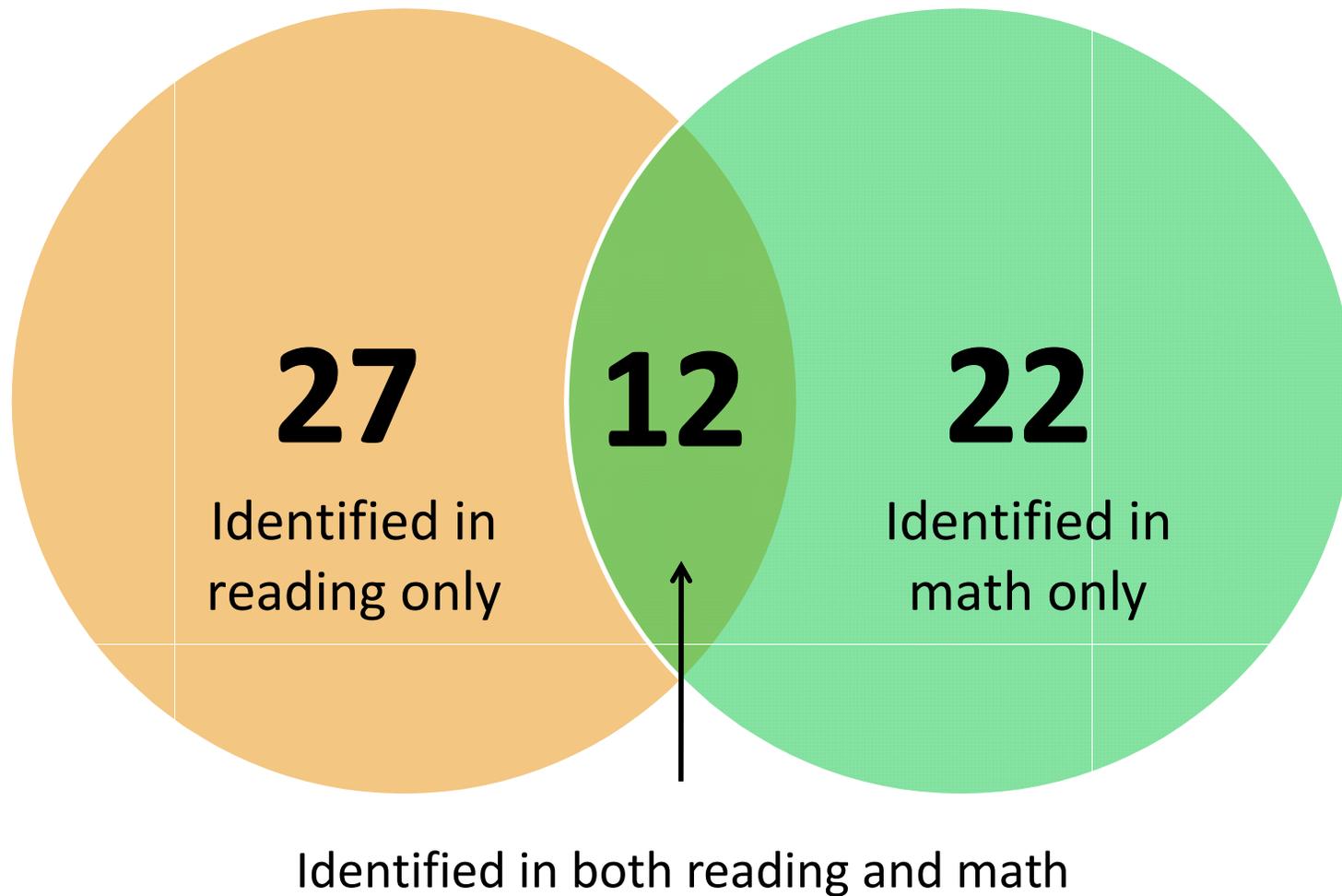


Figure M-11: Schools identified as stuck or chronically low performing for one or more subgroups, but not for students overall, in reading, math or both: Maryland





Indiana math results by income level

Figure M-12: 2004-2008 Math proficiency rates of Indiana students, by income level

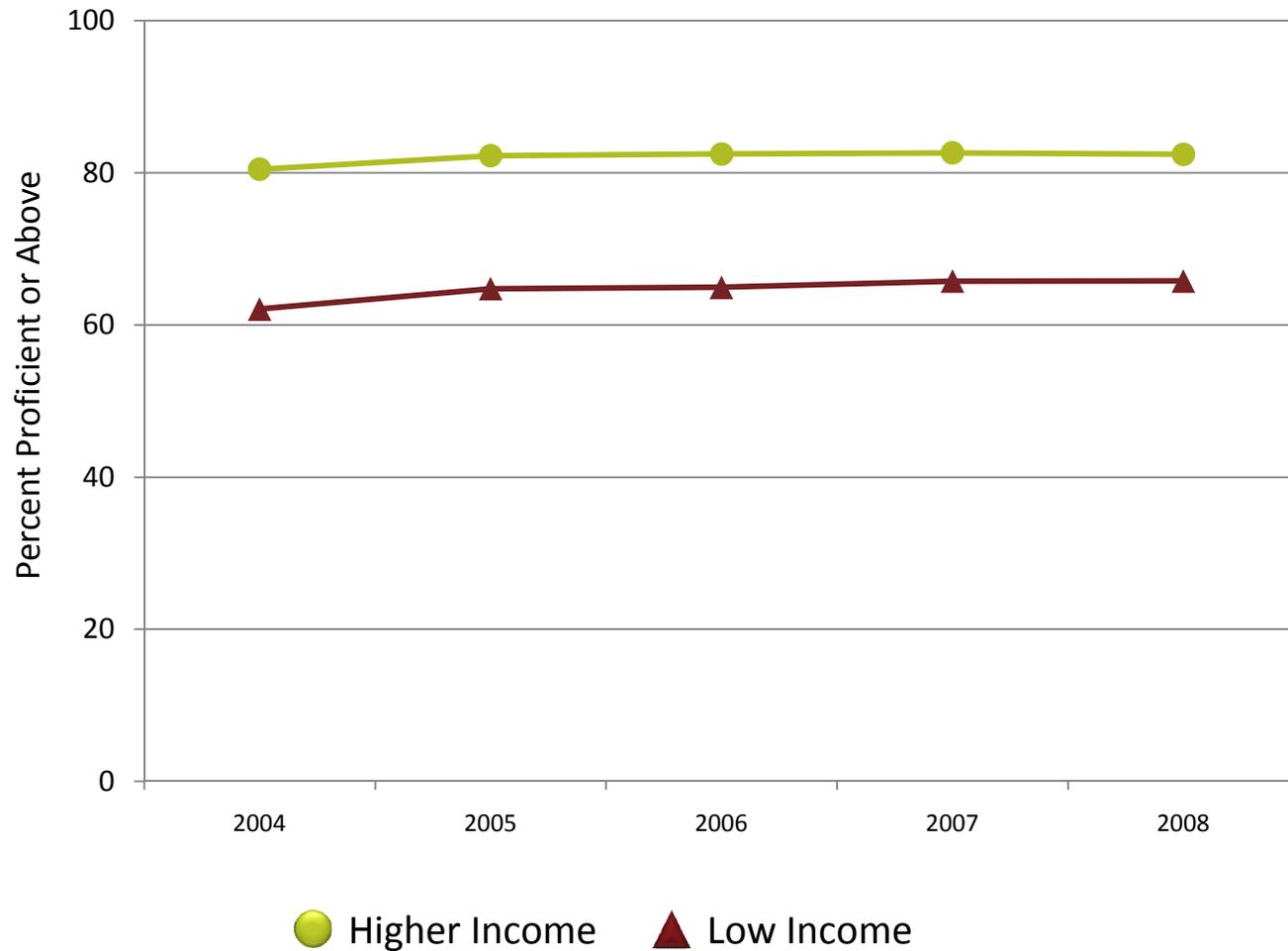


Figure M-13: 2004-2008 Math proficiency rates by income at high, average, and low-performing schools: Indiana

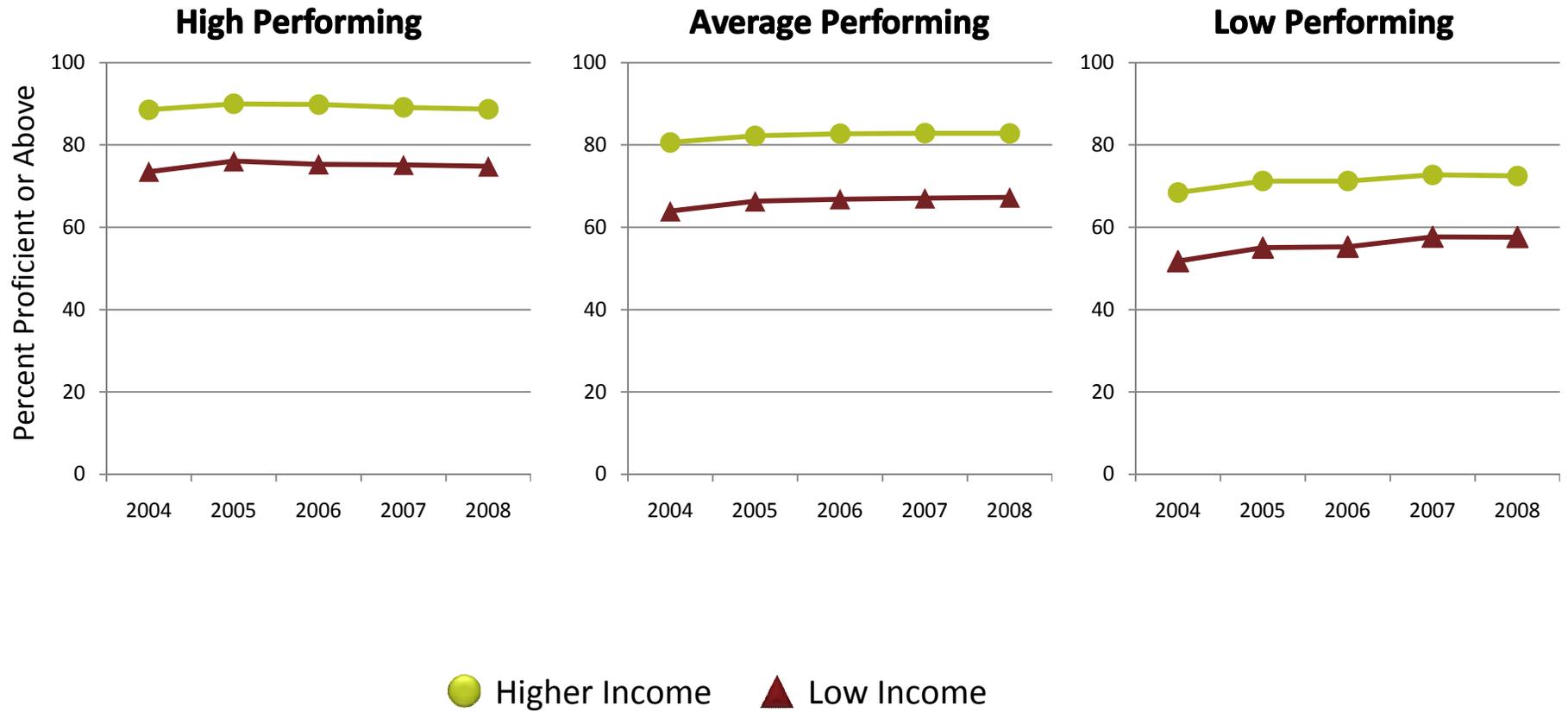
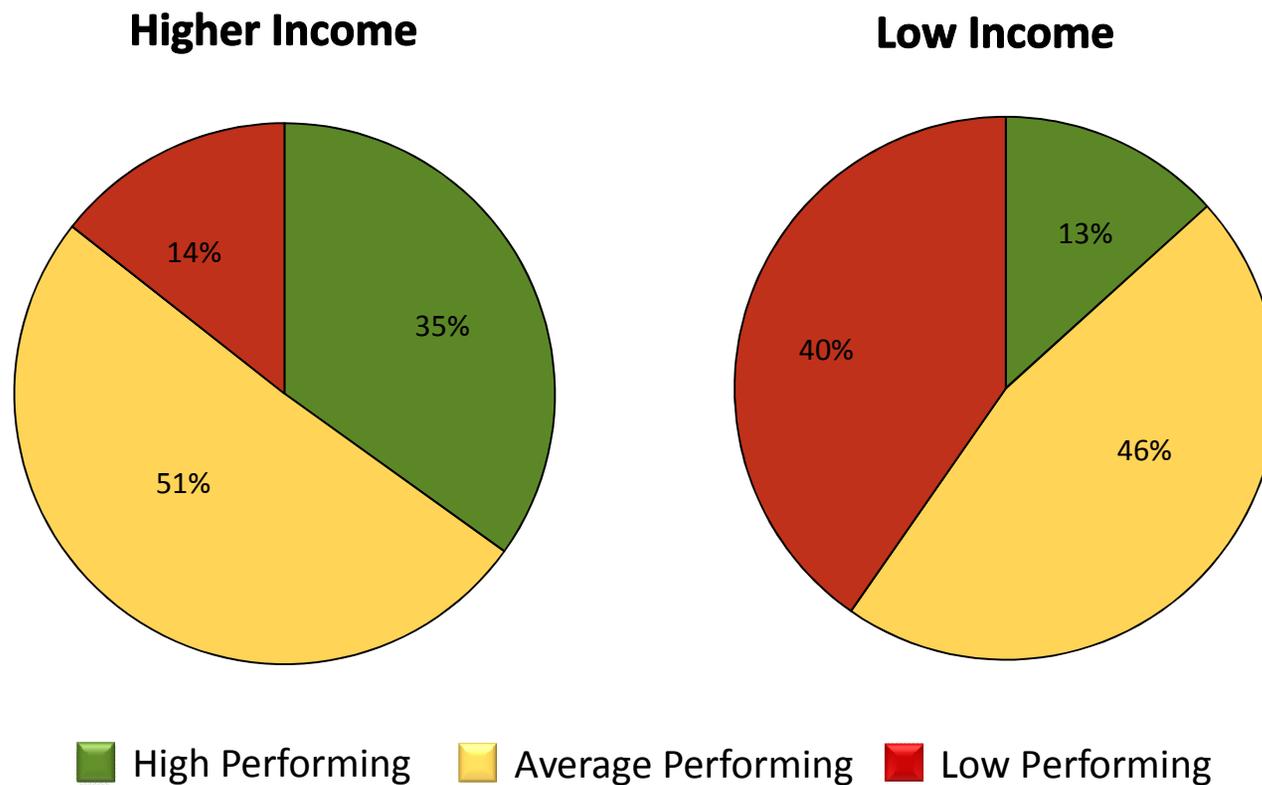
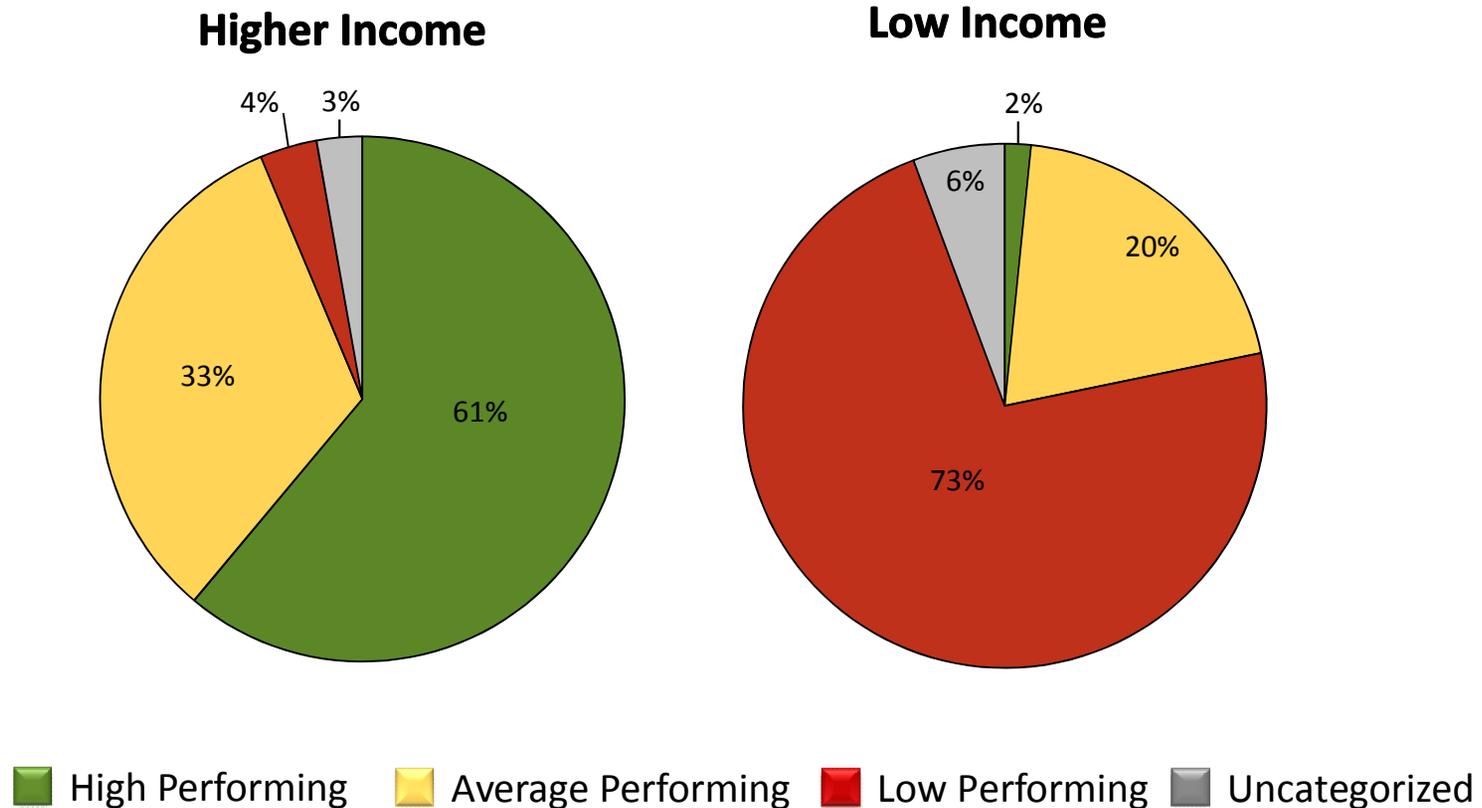


Figure M-14: Percentages of students, by income, attending schools that were high, average, or low performing *for students overall* in the baseline: Indiana



Note: Unlike performance and school count data, student counts include all elementary and middle schools with five years of assessment results, not just those with 20+ students tested in a given subgroup each year (See Key Analytic Decisions box on p.3). Also, please note that percentages in pie and bar charts may not add up to exactly 100% due to rounding.

Figure M-15: Percentages of students, by income, attending schools that were high, average, or low performing *for each subgroup* in the baseline: Indiana



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Figure M-16: Number of schools that were high, average, or low performing for each subgroup in the baseline: Indiana

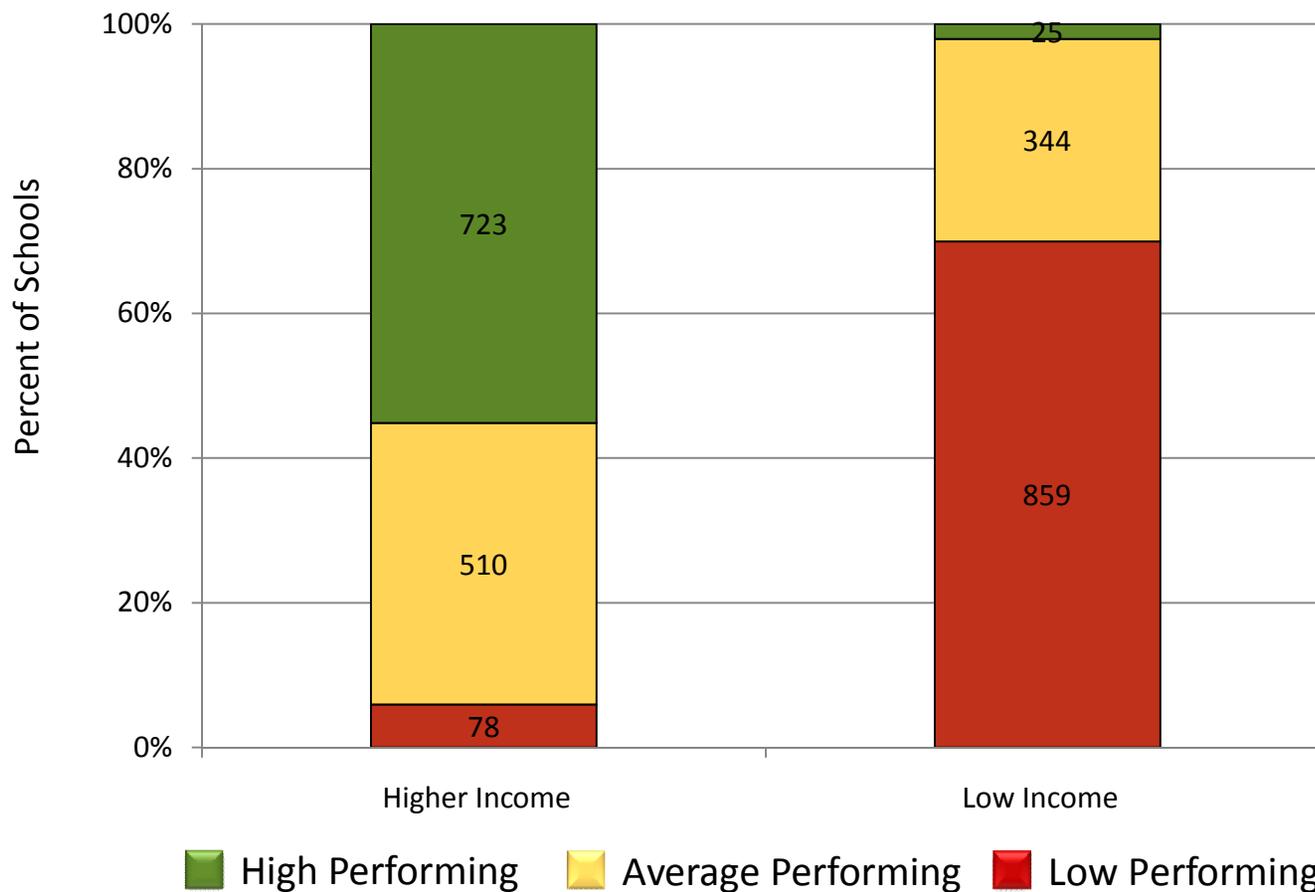


Figure M-17: Number of schools that were high, average, or low *improving* for each subgroup during 2004-08: Indiana

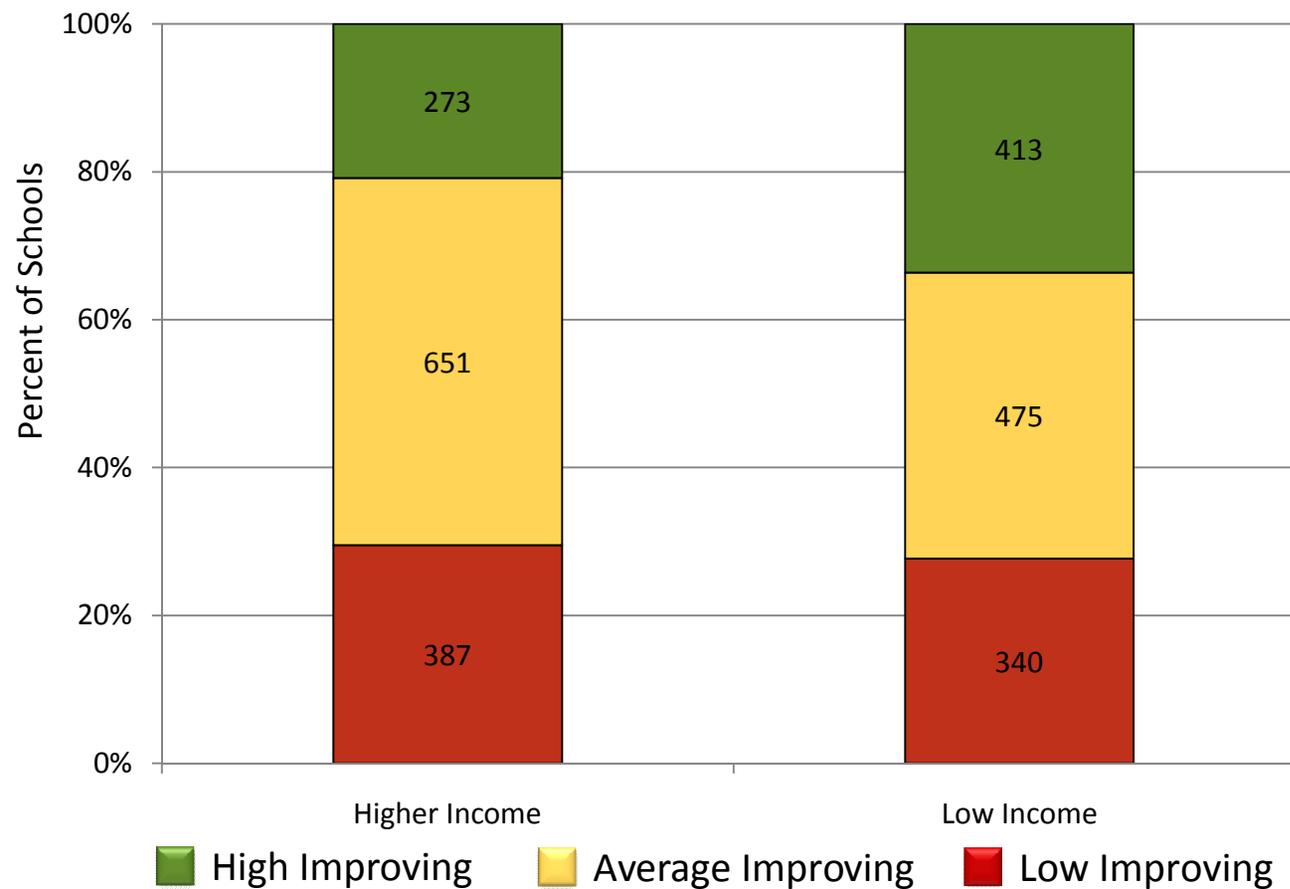


Figure M-18: Number of schools that started out low performing for each subgroup, by level of 2004-08 improvement: Indiana

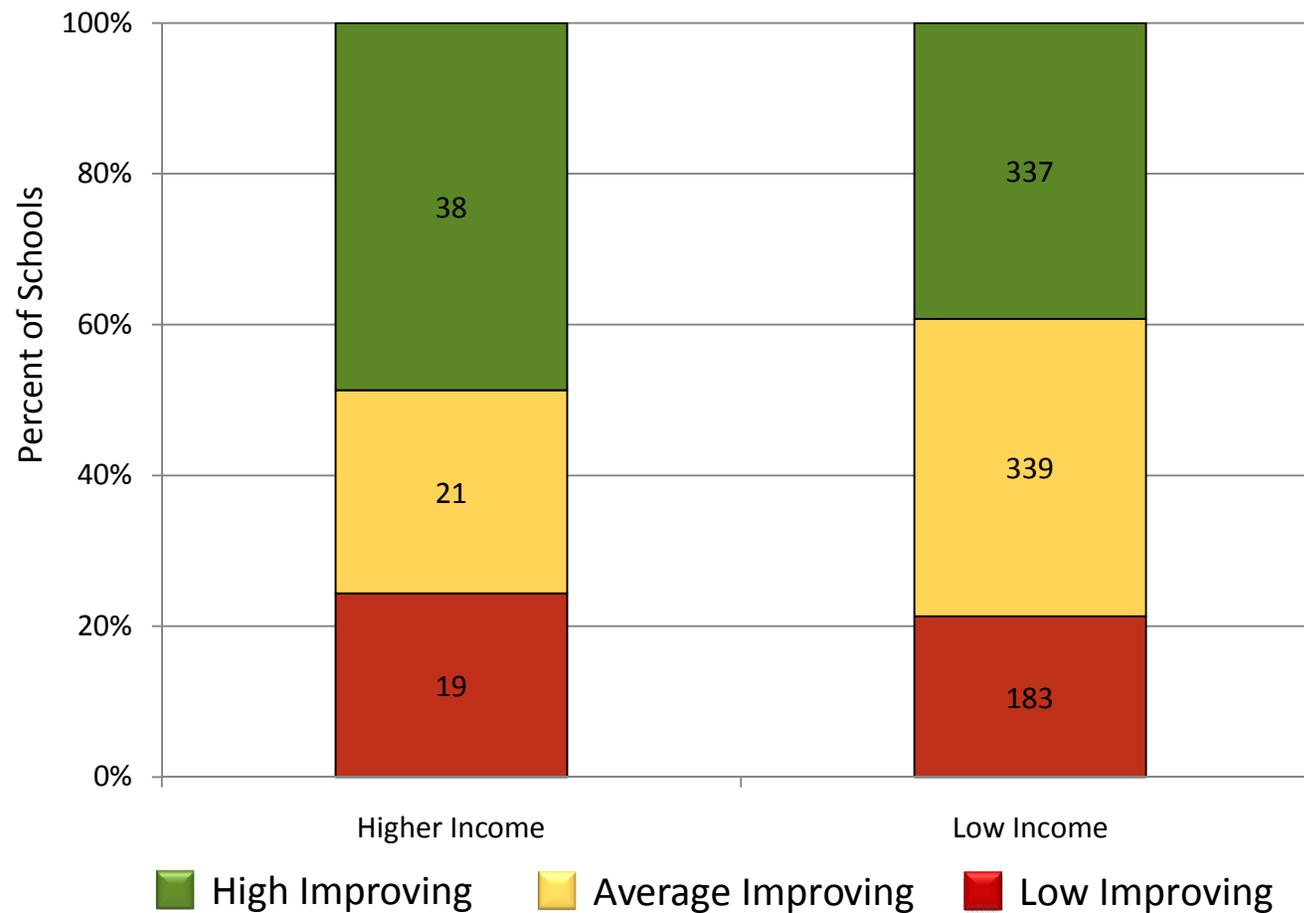


Figure M-19: Schools that were stuck or chronically low performing for one or more subgroups, but not for students overall, in math: Indiana

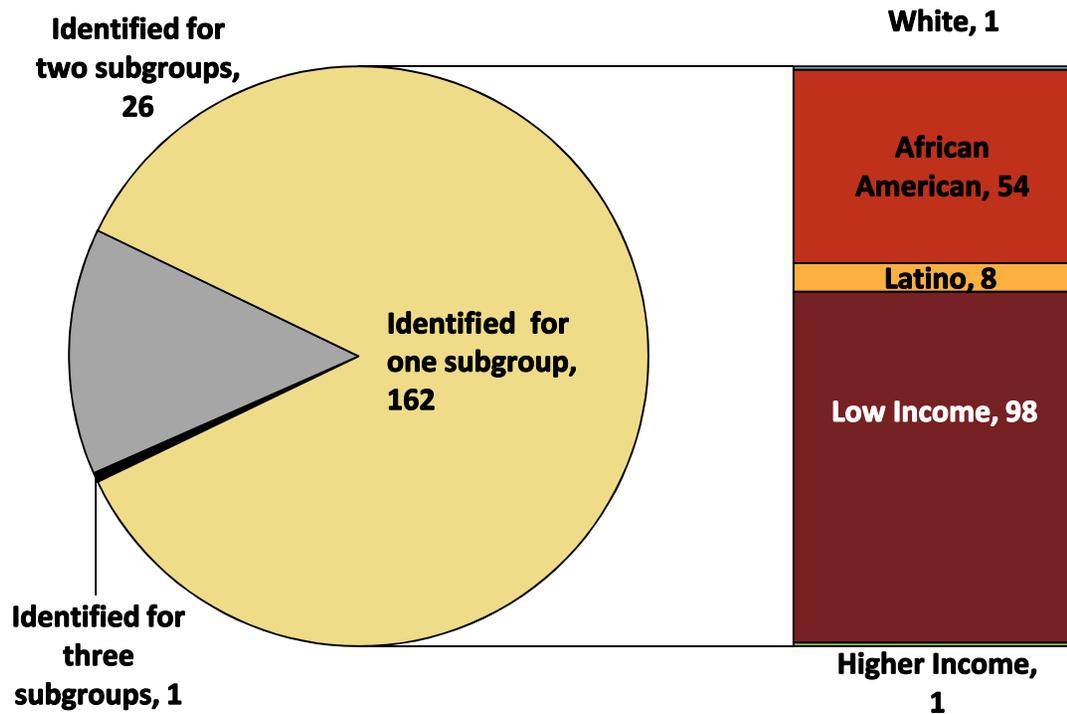
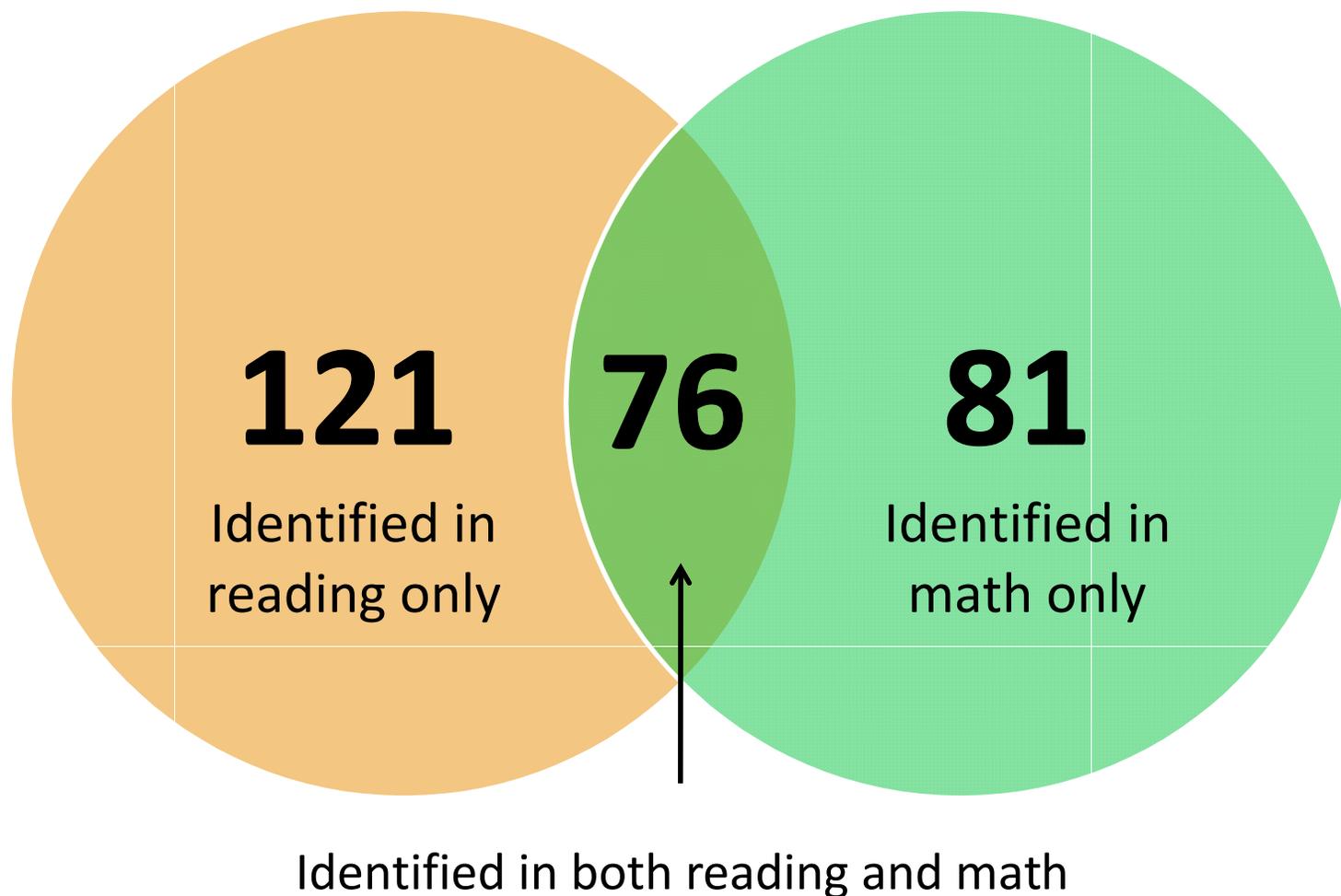


Figure M-20: Schools identified as stuck or chronically low performing for one or more subgroups, but not for students overall, in reading, math or both: Indiana





Maryland math results by income level

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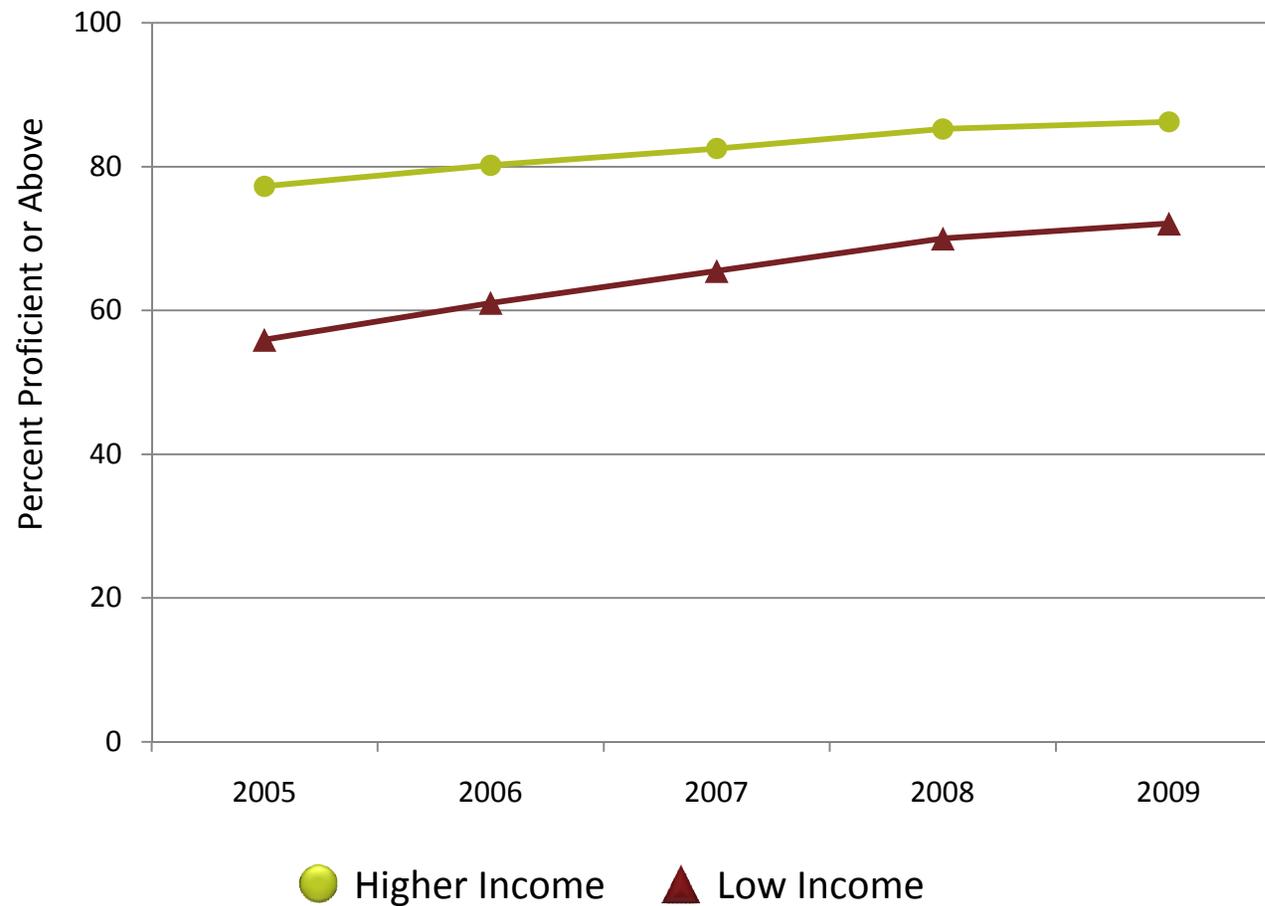


Figure MB-2: 2005-2009 Math proficiency rates by income at high, average, and low-performing schools: Maryland

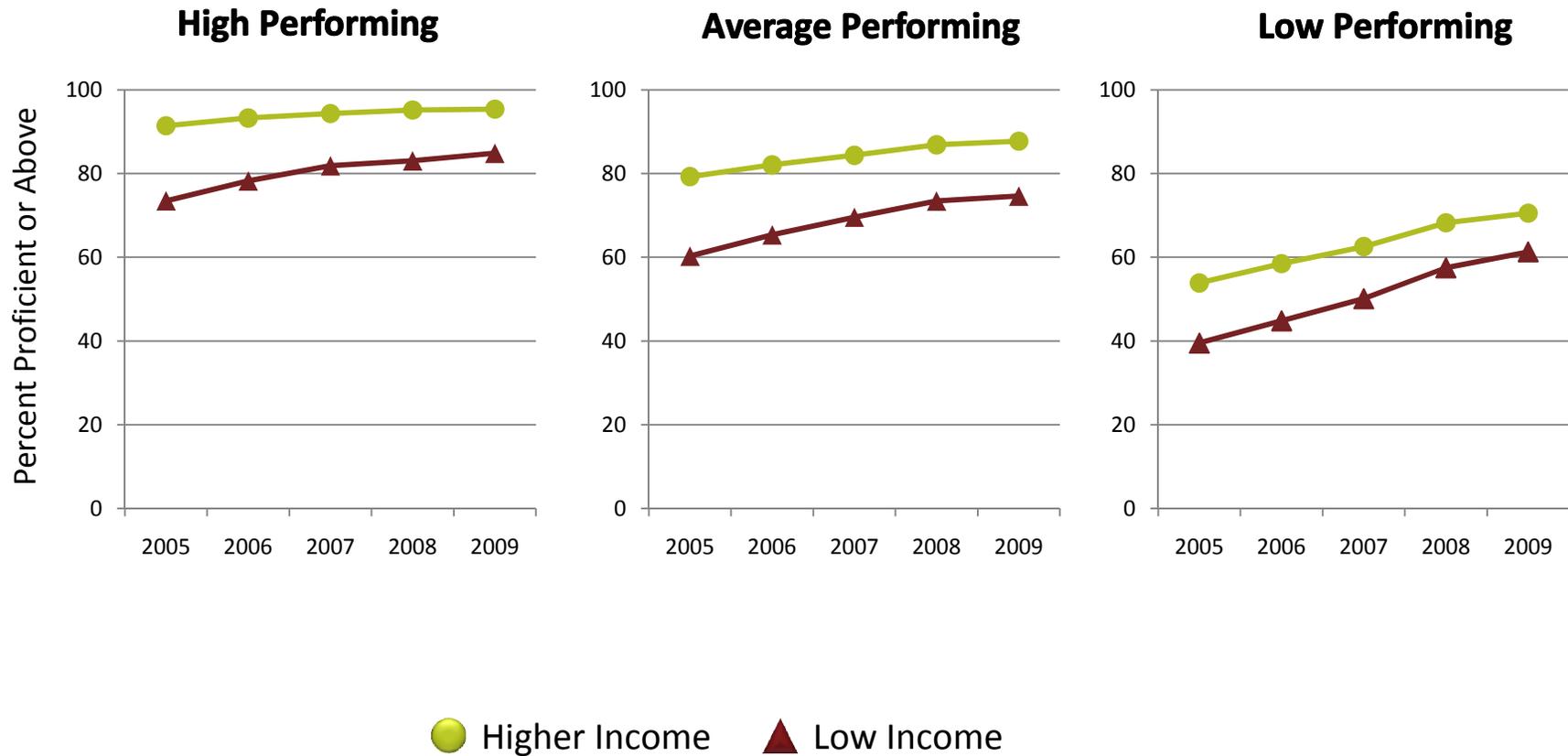
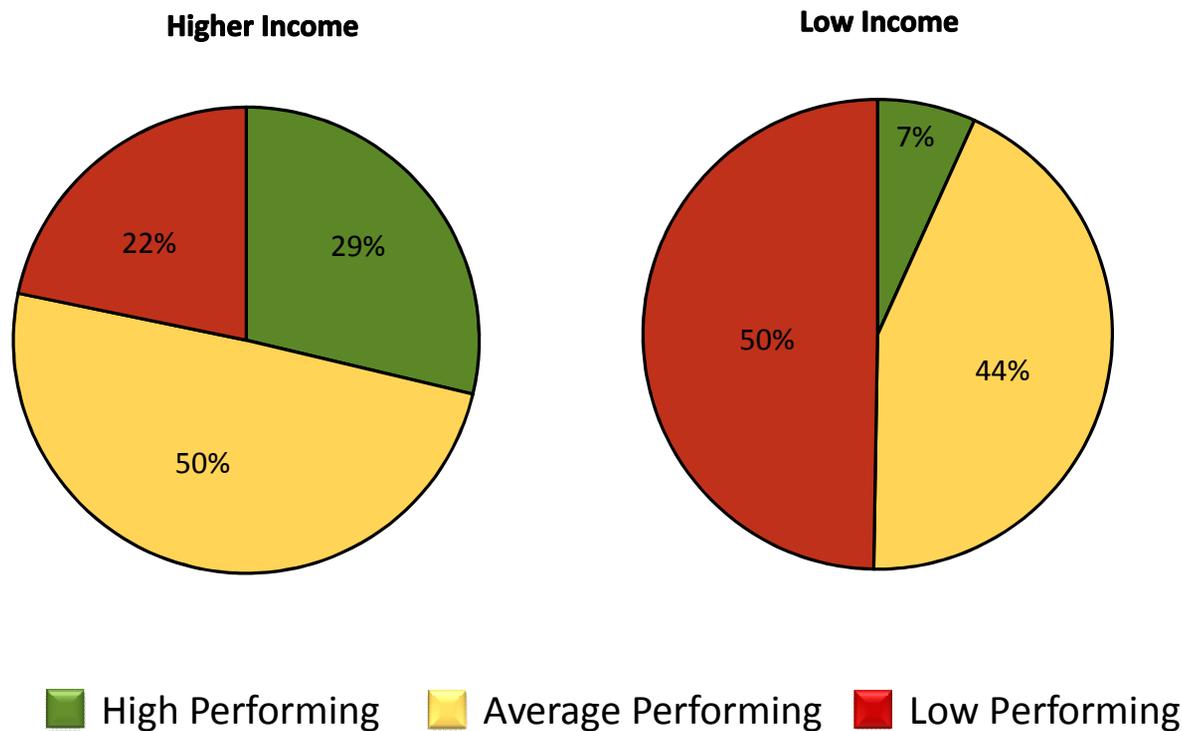
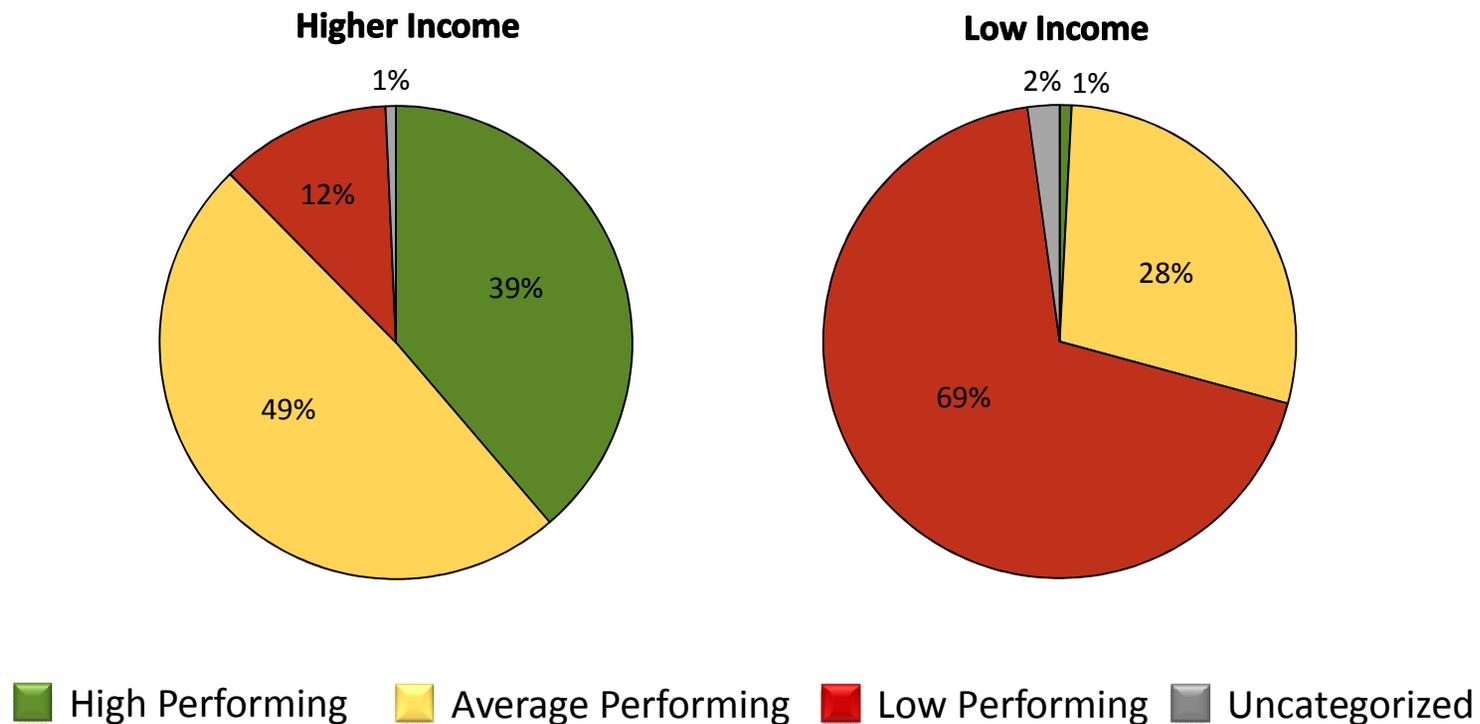


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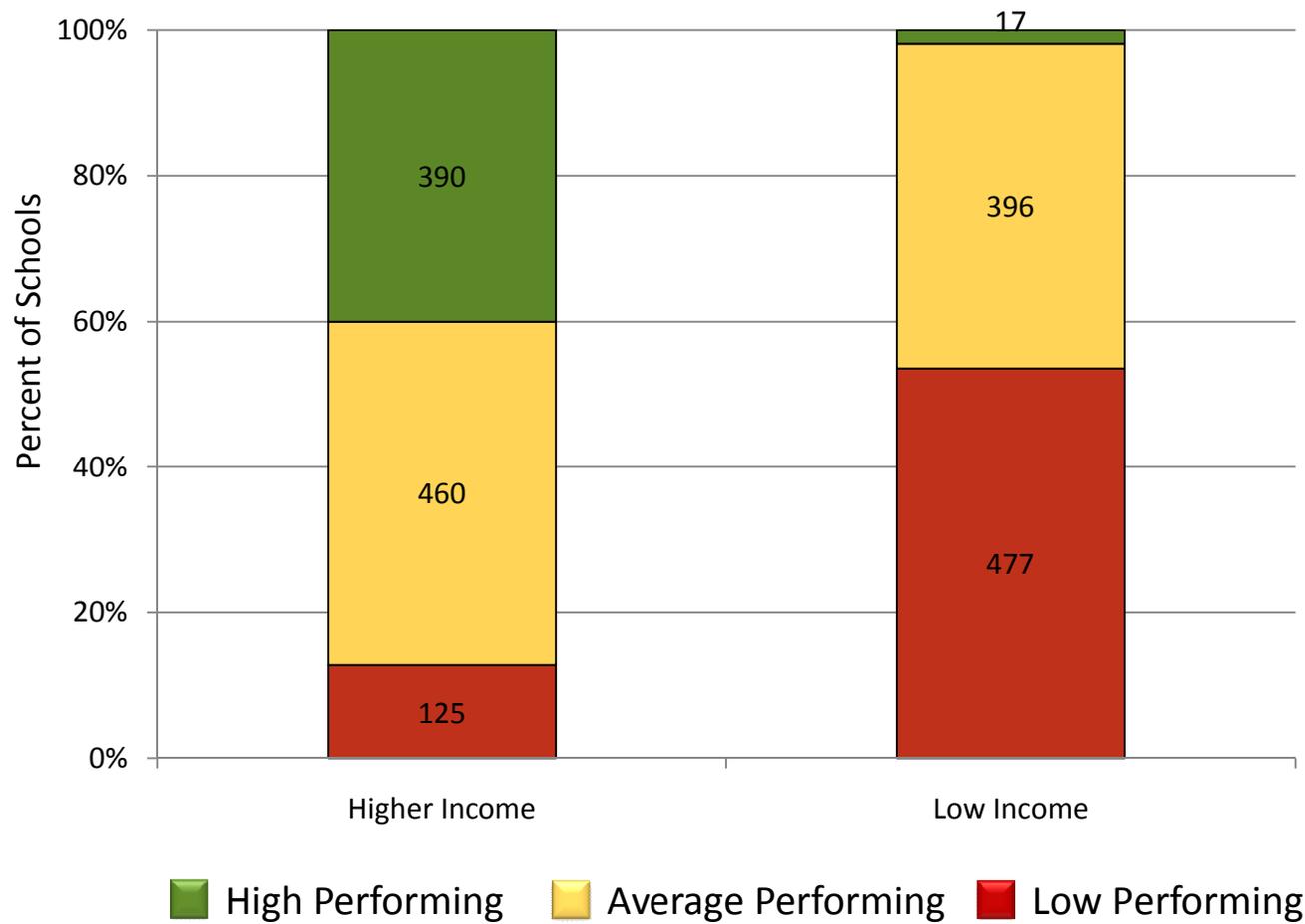


Figure MB-6: Number of schools that were high, average, or low *improving* for each subgroup during 2005-09: Maryland

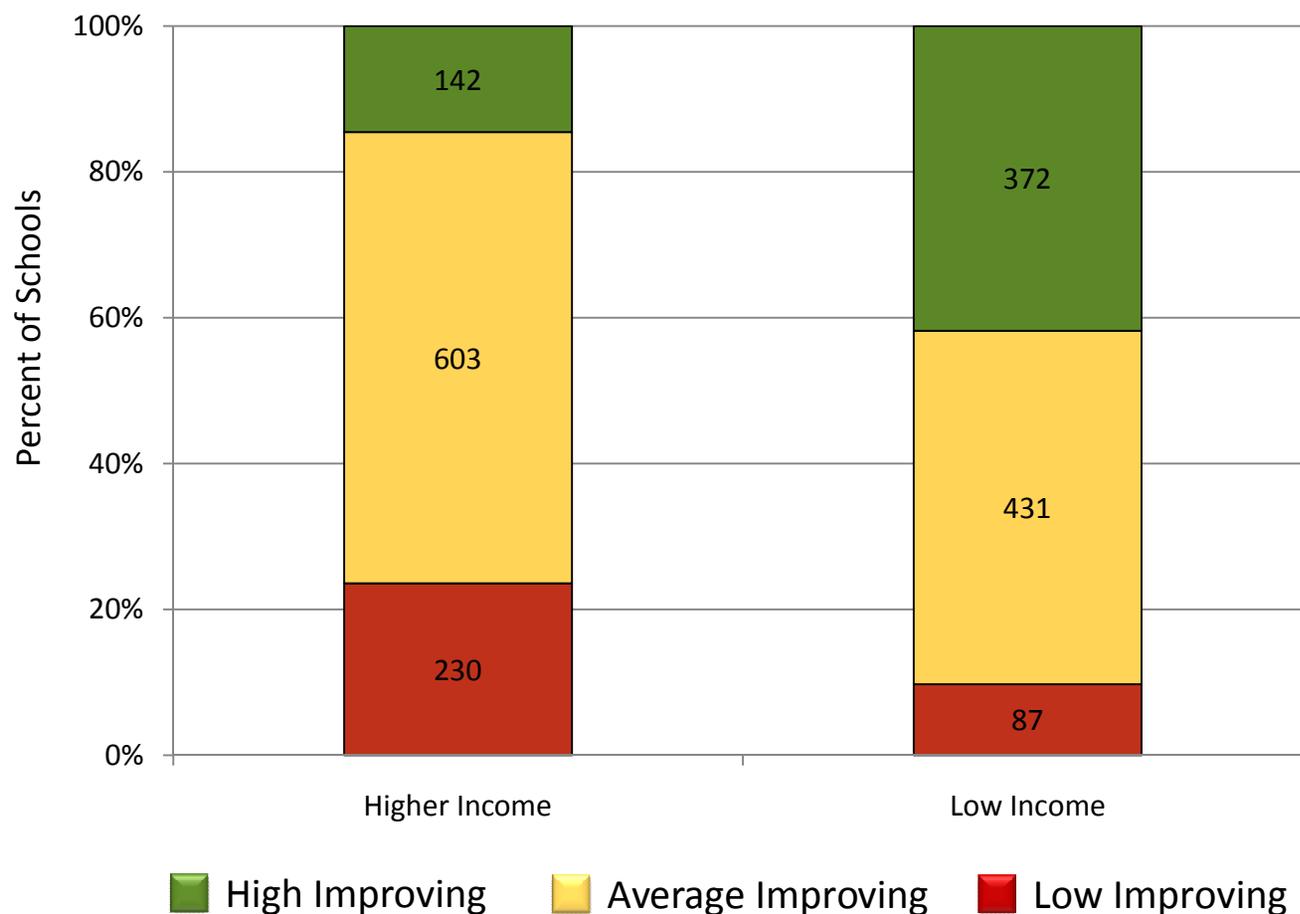
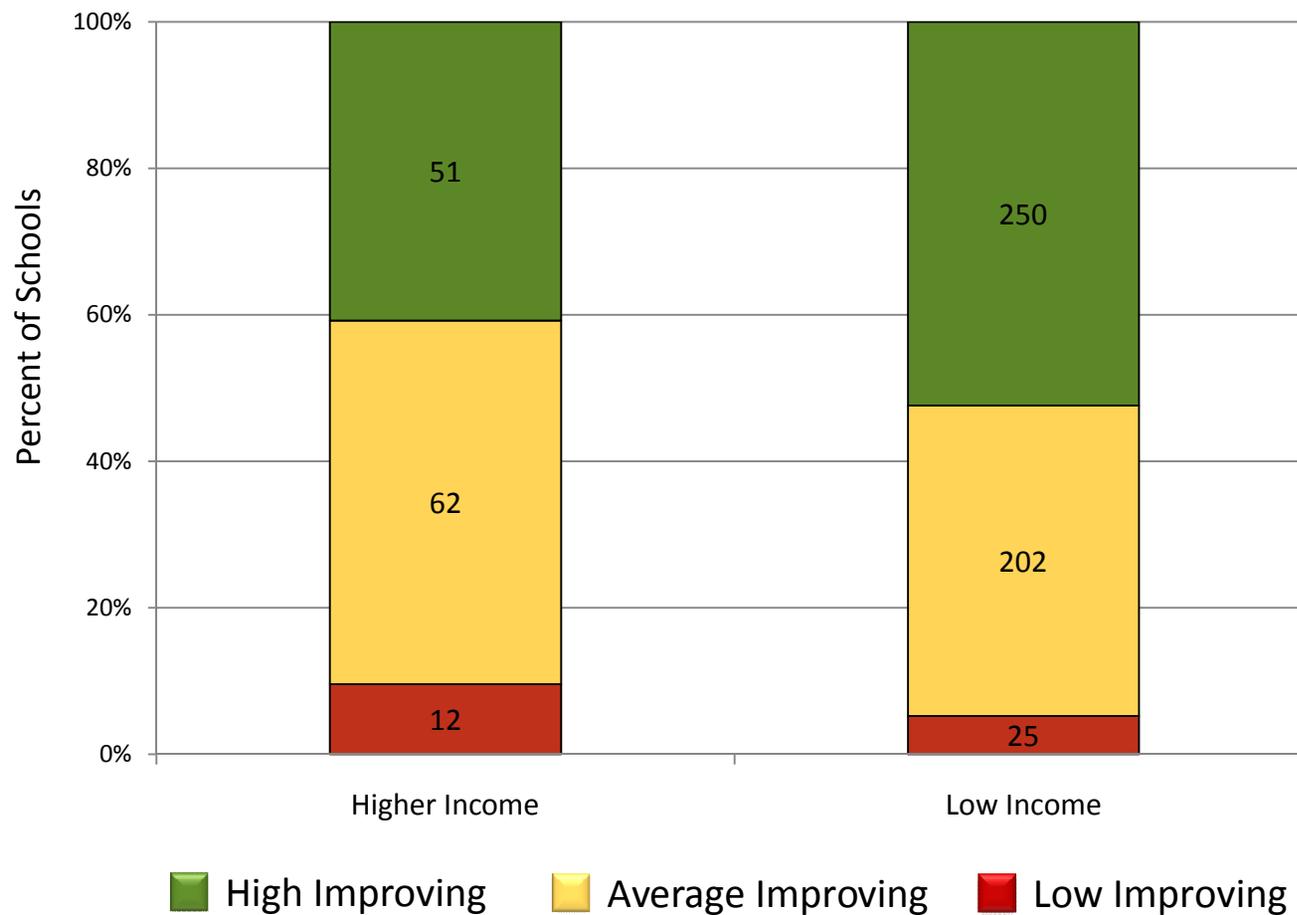


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Indiana math results by ethnicity

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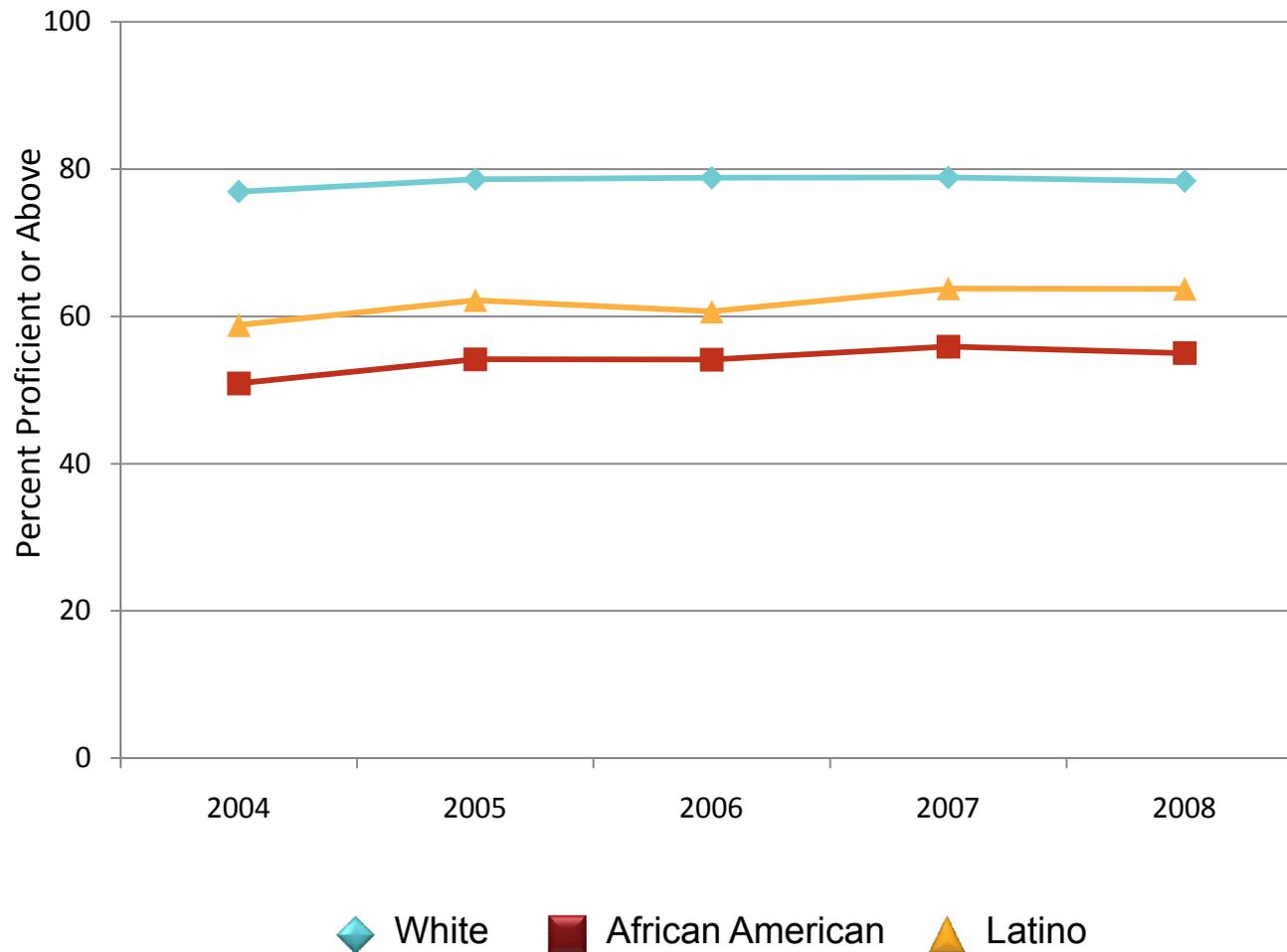


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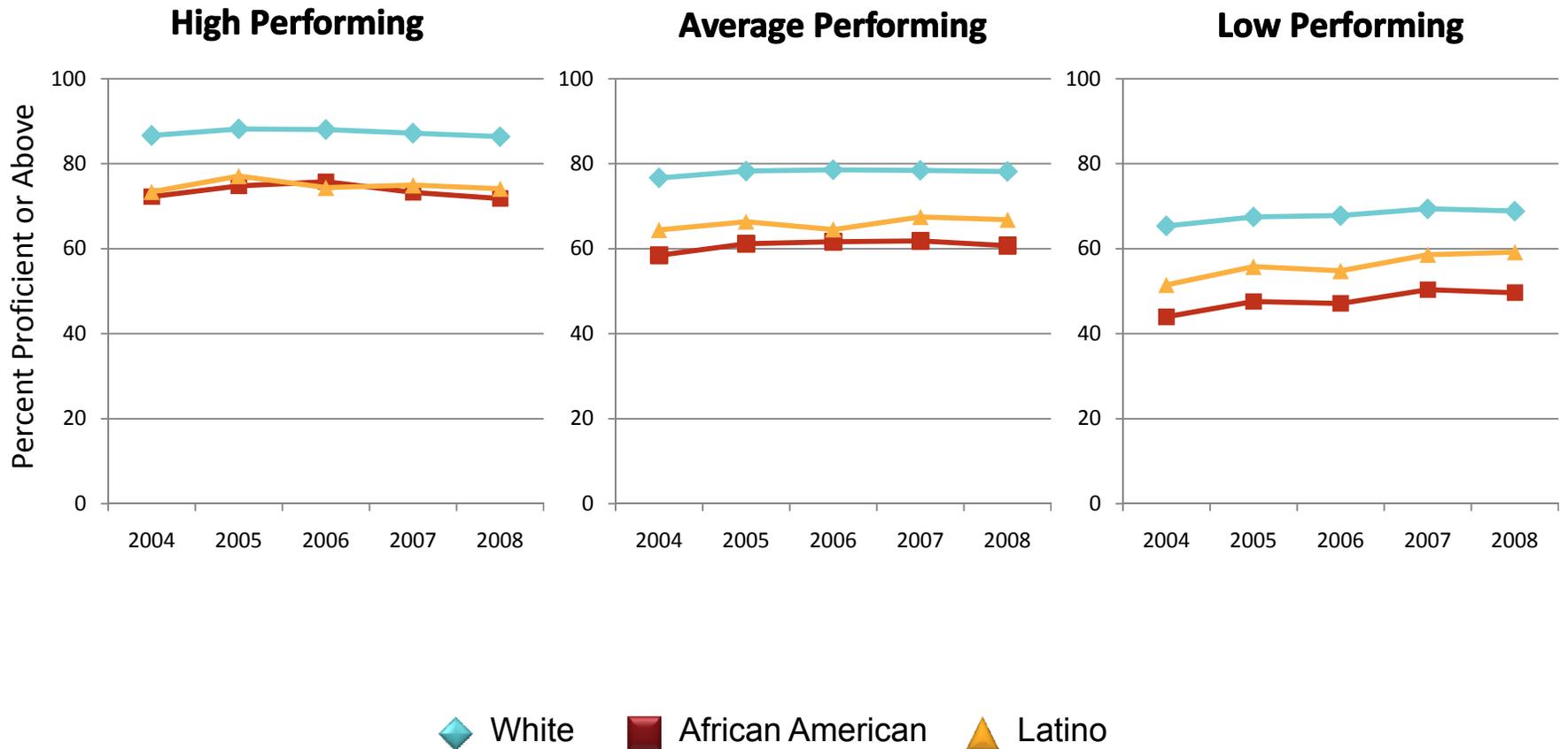
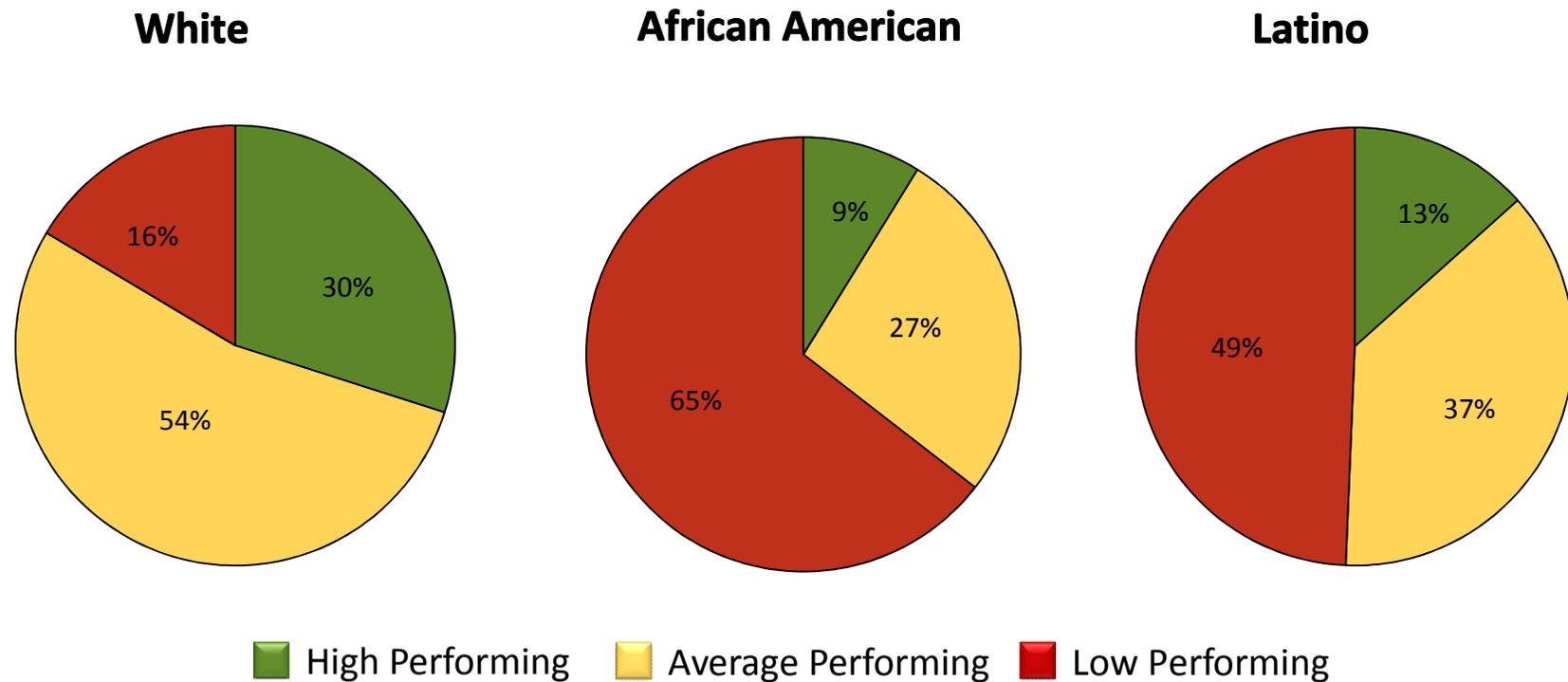
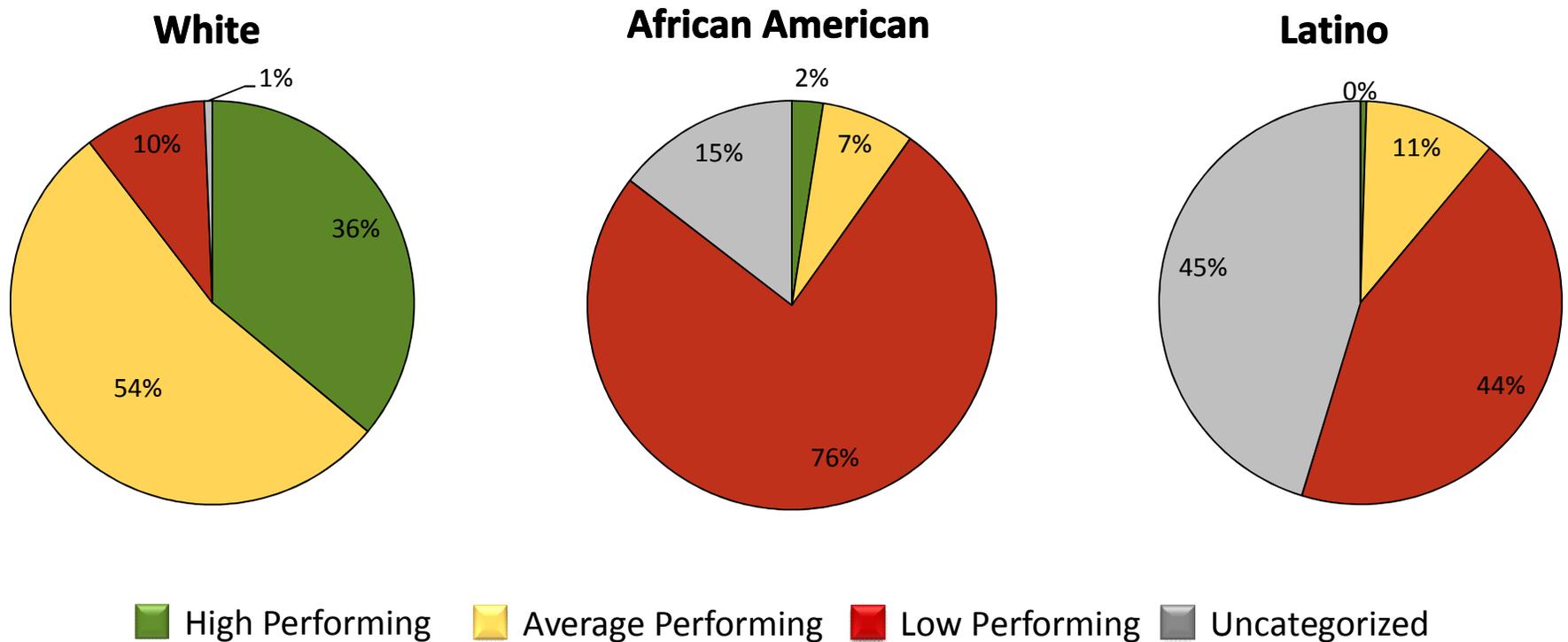


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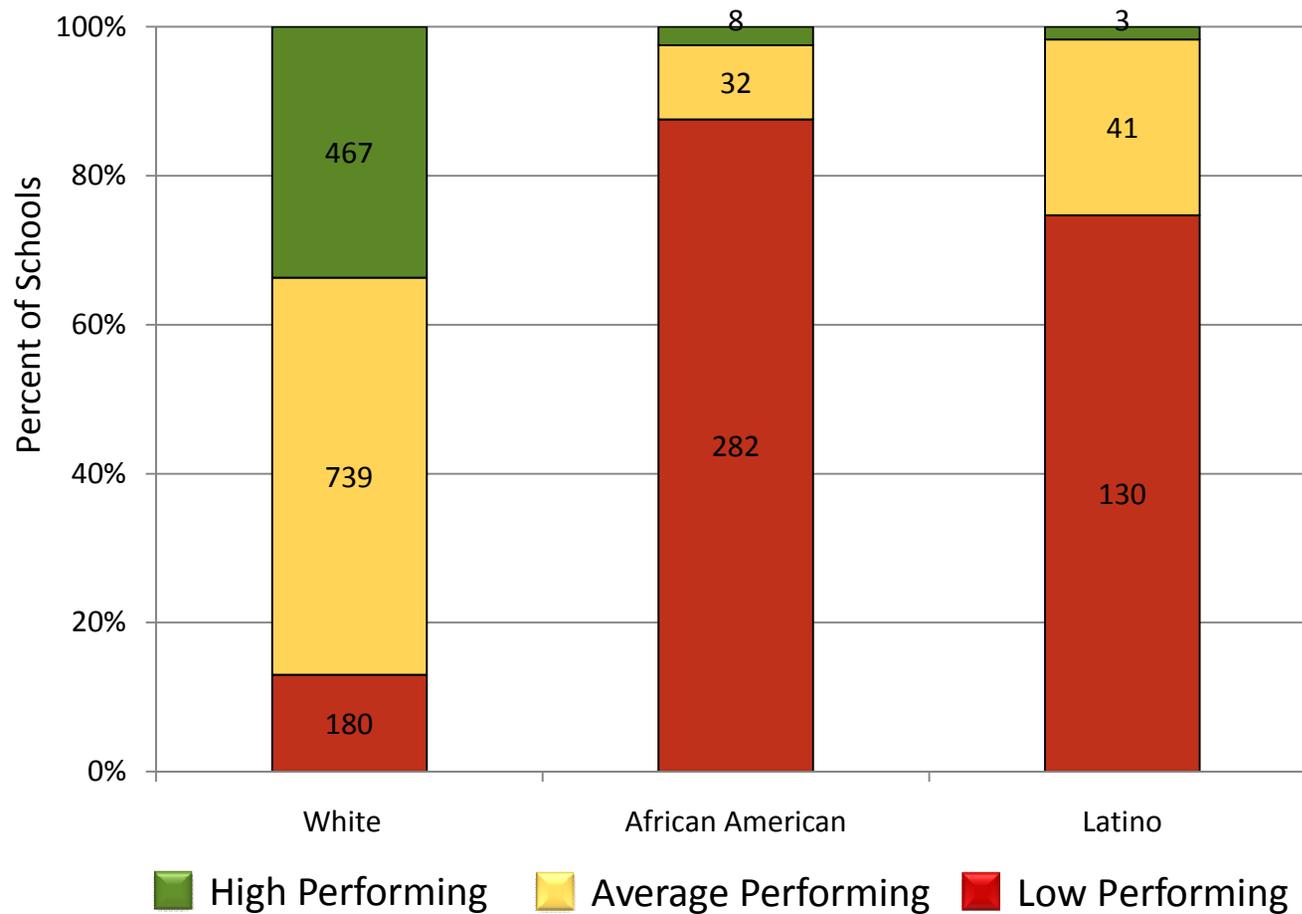


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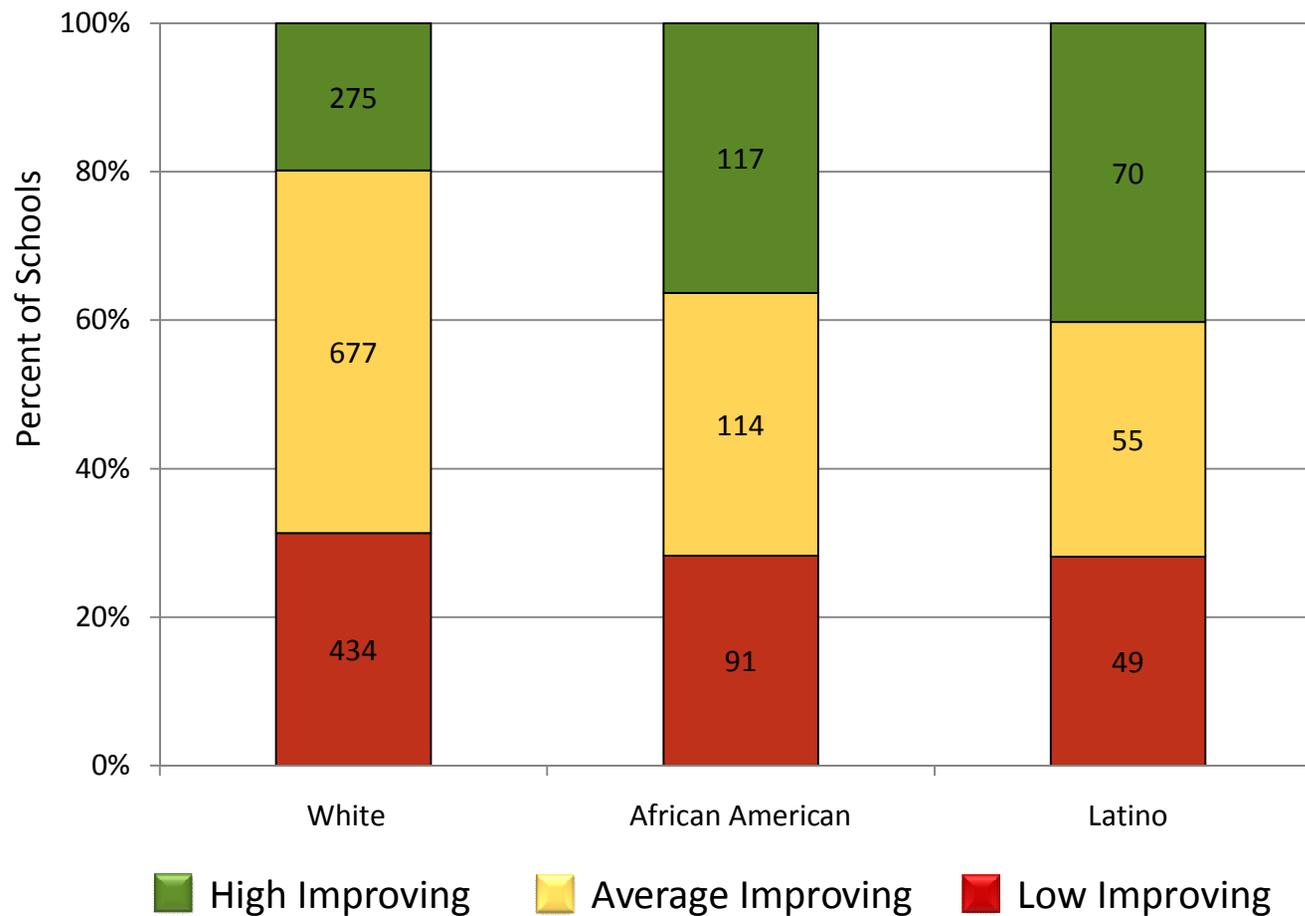


Figure MB-14: Number of schools that started out low performing for each subgroup, by level of 2004-08 improvement: Indiana

